DOCUMENT RESUME

ED 415 158 SO 028 120

TITLE	Missouri's Framework for Curriculum Development in Social Studies K-12.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE	1996-00-00
NOTE	410p.; For other "Missouri's Framework for Curriculum Development" documents, see ED 410 598, ED 408 175, ED 408 176, and SO 028 121.
AVAILABLE FROM	Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102-0480.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Civics; *Curriculum Development; Economics Education; Elementary Secondary Education; Geography Instruction; History Instruction; Political Science; *Social Studies; State Curriculum Guides; *State Standards; World History
IDENTIFIERS	*Missouri

ABSTRACT

This K-12 framework focuses on educating students in developing competence in addressing the challenges of citizenship in a complex society. The framework addresses what students in Missouri are expected to know and be able to do in the social studies areas when they leave school. The main purpose of the handbook is to serve as a tool for teachers and curriculum writers in Missouri to use in "bridging the gap" between the "Show-Me" Standards (73 standards defining what students should know and be able to do by the time they graduate from Missouri's public high schools) and specific local curricula. The handbook begins with a preface, a list of the "Show-Me" Standards, and an overview of social studies education. Chapters include: (1) "Overview of the Social Studies Framework"; (2) "How to Use the Framework"; (3) "Major Strands in the Social Studies Framework"; and (4) "Good Practices in and Organization of Social Studies Programs." A glossary and list of references are included for further research. Contains references organized in the following categories: general; citizenship and law-related education, geography and global studies; history and Missouri organizations. Appendices provide examples of quality student work in the social studies areas, alternative sequences of social studies courses, and curriculum planning guide sheets. (EH)

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Further Acknowledgments:

Missouri's Frameworks for Curriculum Development have been reviewed by over 200 district Professional Development Committees, members of professional organizations of the various disciplines, vocational and special education teachers, members of the State Board of Education, and board members of the Missouri School Boards Association and the Missouri Congress of PTA. Subsequently, many of the suggestions offered by these reviewers have been incorporated into the Frameworks.

Additional copies of *Missouri's Frameworks for Curriculum Development* may be ordered for Communication Arts, Fine Arts, Health Education/Physical Education, Mathematics, Science, Social Studies, and Integrating Curriculum. Check the Missouri Department of Elementary and Secondary Education (DESE) Home Page at: http://services.dese.state.mo.us/divinstr/curriculum/index.html

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"There is no easy way to be an American. It requires more than being born in this nation, or choosing to be a citizen. It requires participating as individuals. It means learning and thinking and deciding. No nation in the world requires so much of its people as ours does. No people anywhere have so much responsibility for their own lives and their own futures. If we do not use those responsibilities with the same vigor with which we demand our freedoms, both will vanish."

(Jean Otto, Associate Editor, The *Rocky Mountain News*)

Source: Robert J. Wagman. (1991). *The First Amendment Book.* Pharos Books, A Scripps Howard Company, 200 Park Avenue, New York, New York 10016, p. 42. (Permission to use this quotation was granted by Mr. Wagman, who owns the copyright and all rights to the book.)

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PREFACE

In recent years, people from all walks of American life have participated in wide-ranging discussions about the direction of American education. While the situation is not as dire as some critics would have us believe, there is clearly a need for the review of current school organization, curricula, teaching practices and academic standards for students. As a result of these discussions, many legislators, educators, parents, and business leaders across the nation have initiated projects designed to develop high academic standards in safe learning environments for all students. The Show-Me State is no exception.

A Vision for Missouri Schools

In charting a path for the future of Missouri public schools, a common vision of what that future looks like is an essential first step. These schools must be physically and intellectually safe places for students. In these schools we believe all students are capable of learning and are challenged by high expectations. To meet this challenge, students must have a solid foundation of basic knowledge and skills. In addition, they must also be able to apply what they know.

To support the development of such students, teachers actively engage them in exploring, analyzing and understanding the world. Learning is interesting, hands-on and has real applications that are important to students. We recognize that students learn better, remember more, and develop deeper understandings of both knowledge and thinking processes if they have the opportunity to actively explore content and concepts. They view learning as the on-going process of extending and fine tuning their ideas and understanding through application. As a result, they take responsibility for their own learning, see its worth and make connections to the world beyond the classroom.

In addition, teachers and administrators in these communities see themselves as learners. They gain greater insight into their profession from their experiences among their students and in contact with their colleagues. They constantly seek to extend their knowledge and expertise, and frequently engage in professional development activities to deepen their professional skills and understanding.

The schools we envision also involve parents, business leaders and interested citizens in a multitude of educational activities. In turn, these people accept the responsibility for supporting and nurturing the learners within the school and see themselves as an important part of the learning community.

The Outstanding Schools Act

The passage of the Outstanding Schools Act in 1993 signaled Missouri's commitment to a public school system that purposefully prepares young people for the 21st century and assures our state's continued economic vitality. The Show-Me State has issued an ambitious, common-sense agenda by setting challenging academic standards for all students, by supporting professional development of educators to improve the quality of curriculum and instruction, and by providing more equitable funding for public education. In addition, the Outstanding Schools Act calls for increased accountability in improving student academic performance for all of Missouri's public school districts and school buildings. In summary, it addresses the following initiatives:

The Show-Me Standards–a set of 73 rigorous standards–intended to define what students should know and be able to do by the time they graduate from Missouri's public high schools;

Curriculum Frameworks–frameworks for curriculum development in communication arts, fine arts, health and physical education, mathematics, science, social studies and curriculum integration–intended to provide assistance to districts in aligning local curriculum with the Show-Me Standards;

A New Statewide Assessment–a new assessment system of performance events and multiple choice and short answer questions–intended to provide an indication of how well students are meeting the Show-Me Standards and how well they compare academically with other students across the nation;

Professional Development for Educators–one percent of the local district's basic state aid and one percent of the state educational budget to be set aside to support professional development–intended to improve student performance through improving the performance of educators; and

Professional Standards for New Educators–professional standards defining what graduating pre-service teachers should know and be able to do as certificated Missouri teachers–intended to ensure that there is a strong link between teacher preparation and the expectations of the school community.

Strategies for Including All Students

We believe virtually all students are able to learn, even though all students are not succeeding in school. Many of them fall behind and leave school before graduation. These strategies help all students become more engaged in learning:

- Use a multisensory approach to teaching and learning, including auditory, visual and hands-on techniques
- Present concepts in several ways, linking them to what students already know and checking frequently for understanding
- Model learning strategies and encourage students to talk about their own thinking and learning processes
- Teach students how to organize their thoughts using drawings, charts, outlines, thumbnail sketches, and computer generated flowcharts, spread sheets, and databases, etc.
- Encourage students to use technology as a user-friendly tool for learning
- Use questions and approaches that require inquiry, problem solving and the synthesizing of ideas
- Provide equal opportunities for all students to participate in class activities
- Adapt materials to accommodate students with special needs
- Provide real-life and work applications of what students should know and be able to do
- Develop a classroom assessment program that allows all students to show what they know and can do

Technology in Missouri Education

The Outstanding Schools Act also provides funding through technology grants for districts to obtain and access the latest technologies. The Show-Me Standards emphasize understanding and use of technology as a tool for learning, and *Missouri's Frameworks for Curriculum Development* suggest many ways to incorporate the use of technology in the classroom. Because students learn and demonstrate knowledge in a variety of ways, technologies can help teachers accommodate the learning and presentation styles of each student, keep students on task, provide individualized assistance and support students who must be absent from class.

Technology also plays a major role in adequately preparing students for continuous learning and for the workplace. More households are becoming dependent on technology (such as subscribing to on-line banking and informational services and operating computers, VCRs, CD-ROMs and voice mail). Growing numbers of jobs require an understanding or use of technology. In fact, we cannot imagine the impact technology will have on the lives of our children and grandchildren.

An important outgrowth of technology in our schools is that it may also enhance the local economy by encouraging schools and communities to share technologies and training. Through the Outstanding Schools Act, our students and other community members will have opportunities to become technologically literate.

The Missouri School Improvement Program

The Missouri School Improvement Program (MSIP) provides additional support to these measures by requiring districts to have a long-range plan for ongoing curriculum development and revision, to develop written curriculum guides for all curricular areas, and to implement the stated curriculum. In the second cycle of reviews (1996-2001), MSIP teams will evaluate whether a district's written curriculum addresses the Show-Me Standards. Curriculum guides for at least one content area must be revised to reflect the Show-Me Standards one year after the adoption of *Missouri's Frameworks for Curriculum Development* by the State Board of Education. Guides for the six content areas contained in the frameworks must be revised to address the Show-Me Standards by the start of the 2000-2001 school year. In planning for curriculum development and revision, districts may wish to consider the Department's schedule for implementation of the new assessment system:

Mathematics	Spring 1997
Communication Arts	Spring 1998
Science	Spring 1998
Social Studies	Spring 1999
Health/Physical Education	Spring 2000
Fine Arts	Spring 2000

The first administrations of the mathematics, communication arts, and science assessments will be voluntary. Districts will be required to administer the new mathematics assessment in 1998 and the new communication arts and science assessments in 1999. At the time each test is required, the *Missouri Mastery and Achievement Test* (MMAT) will no longer be used to collect state achievement data. The remaining subject areas will be required as noted in the above list.

Important curricular areas not included in the state assessment, such as foreign languages and practical arts, will find that the Show-Me Standards encompass knowledge and skills that are applicable for their students as well. In fact, the Show-Me Standards should be integrated throughout the entire K-12 curriculum so that all high school graduates will be better prepared to meet the challenges of the 21st century.

The Show-Me Standards

The Outstanding Schools Act requires that the State Board of Education oversee the development of "not more than 75 academic performance standards." The Show-Me Standards, developed over a period of two years with input from teachers, school officials and citizens, are the result of this mandate. There are **40** ***knowledge (content) standards*** that provide a solid foundation of knowledge in communication arts, fine arts, health and physical education, mathematics, science, and social studies.

Business and higher education communities have pointed out that, in general, students are graduating with some factual knowledge, but they are not skilled in abstract thinking, problem solving, and working cooperatively or collaboratively. Students need practice in integrating, applying and transferring what they are learning in one context or content area to new and different situations. To remedy this, the Missouri teachers who developed the Show-Me Standards proposed **33** ***performance (process) standards***. These standards include important process skills that students should master in order to successfully gather, analyze and apply information and ideas; communicate effectively within and beyond the classroom; recognize and solve problems; and make decisions and act as responsible members of society. (The Show-Me Standards follow this Preface.)

While intended to establish higher expectations for **all** of Missouri's students, the 73 Show-Me Standards do not represent everything a student should or will learn. Graduates who meet these standards, however, should be well-prepared for further education, work, and civic responsibilities.

The Department of Elementary and Secondary Education believes that the preservation of local control is a hallmark of the Outstanding Schools Act. Local school districts have the authority, the ability and the resources to develop rigorous and challenging curriculum that will prepare their students to be successful in the 21st century. The Department's role is to support districts in this endeavor, helping them carry out this task by offering technical assistance, professional development opportunities, and new technologies. Each school district must determine how its curriculum will be structured and which methods to use to implement that curriculum in the classroom. We believe that local educators, parents, employers, and community leaders know best how to incorporate the Show-Me Standards into their districts' curricula to meet the needs of their students.

Missouri's Frameworks for Curriculum Development

Missouri's Frameworks for Curriculum Development in communication arts, fine arts, health and physical education, mathematics, science, social studies, and curriculum integration acknowledge that teachers will bring the vision, ideals and principles of the Show-Me Standards into their classrooms in exciting and innovative ways. The role of the frameworks is to provide districts with a "frame" for building curricula using the Show-Me Standards as a foundation. District curriculum guides furnish the interior curriculum plan and appropriate instruction. District guides probably are not organized in the same way as the six content frameworks. The good news is that they do not have to be. In fact, although the frameworks use a three-column format ("What All Students Should Know," "What All Students Should Be Able to Do," and "Sample Learning Activities"), the committees who wrote the frameworks approached their task in ways that best appeared to fit their particular content areas. For example, the social studies framework is organized around important questions; communication arts, around the four goals of the Show-Me Standards; and science, around the knowledge standards. Each group of framework writers had valid reasons for their organizational plan, just as curriculum developers in each district will and should. Similarly, local curriculum guides should be in a format that is the most useful for the district's teachers.

Curriculum Frameworks Are Resources–

- To assist districts in developing curriculum consistent with the Show-Me Standards
- To indicate what students should know and be able to do by the end of grades 4, 8 and 12.
- To support teachers in providing high-quality learning experiences for **all** students
- To suggest examples of hands-on, real-world activities and classroom performance assessments
- To suggest effective learning and teaching strategies supported by research and practice
- To initiate discussions concerning curriculum integration within and across classrooms
- To provide examples of quality student work requiring knowledge and application of that knowledge

Curriculum Frameworks Are Not–

- Not required by law for district use
- Not detailed lesson plans or curricula
- Not items on which all students must be tested
- Not directives for uniform programs or textbook adoption
- Not mandates for inclusion of specific teaching methods or programs
- Not a format that all district curriculum guides must follow

As the writers worked on developing the frameworks, they asked themselves questions that are very similar to what local curriculum developers must ask: How do we see the Show-Me Standards playing out in this content area and across the curriculum? Are there important areas addressed by the standards that are not included in our current curriculum and how should we address these? Are we presenting a balanced curriculum, K-12? Are we giving students opportunities to apply in real situations the knowledge they have learned? How will the emphasis on what students know and are able to do change instruction, or will it? Do our assessments model and support the taught curriculum? In essence, the framework writers have tried to make the work of local curriculum committees easier by establishing a relationship between the Show-Me Standards and the K-12 curriculum in the six content areas. For some districts this step is unnecessary; for others, it will help give much needed direction.

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In addition, the frameworks provide indicators of what students should know and be able to do by the end of grades 4, 8 and 12. They contain suggested resources, discussions of issues and current practices, and examples of quality student work. Many of the suggested activities encourage an integrated, interdisciplinary curriculum. In fact, the final section of *Missouri's Frameworks for Curriculum Development* provides a discussion of how districts might begin to explore the advantages of curriculum integration.

Meeting the Challenge

We know that, in most cases, the level of expectation and the interest of the students determine the level of performance. When schools set high standards and provide access to meaningful curriculum for every learner, students and teachers flourish. Success for all students is not a dream but a reality.

With the advent of the 21st century, we are on the threshold of more life-changing events than we can ever imagine. Computers and technology are making our lives both more productive and more complex. The Internet, fax machines, fiber-optic networks, and voice mail are changing the ways we communicate and do business. Information on every topic is readily available at the push of a button. Two bread-winners per family are the norm rather than the exception. Workers can no longer select a particular career and expect to do the same job in the same way year after year. As citizens, we must be prepared to make important decisions which will affect the lives of future generations in positive ways. The challenge we face now is how to educate our children to be successful as individuals and as members of society in a world that most of their grandparents would not even recognize. Working together, we can do it. What an exciting time to be involved in the education of Missouri's students!

THE SHOW-ME STANDARDS

Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100

PERFORMANCE (PROCESS) STANDARDS

GOAL 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1.1 develop questions and ideas to initiate and refine research
1.2 conduct research to answer questions and evaluate information and ideas
1.3 design and conduct field and laboratory investigations to study nature and society
1.4 use technological tools and other resources to locate, select and organize information
1.5 comprehend and evaluate written, visual and oral presentations and works
1.6 discover and evaluate patterns and relationships in information, ideas and structures
1.7 evaluate the accuracy of information and the reliability of its sources
1.8 organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.9 identify, analyze and compare the institutions, traditions and art forms of past and present societies
1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2 review and revise communications to improve accuracy and clarity
2.3 exchange information, questions and ideas while recognizing the perspectives of others
2.4 present perceptions and ideas regarding works of the arts, humanities and sciences
2.5 perform or produce works in the fine and practical arts
2.6 apply communication techniques to the job search and to the workplace
2.7 use technological tools to exchange information and ideas

GOAL 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

3.1 identify problems and define their scope and elements
3.2 develop and apply strategies based on ways others have prevented or solved problems
3.3 develop and apply strategies based on one's own experience in preventing or solving problems
3.4 evaluate the processes used in recognizing and solving problems
3.5 reason inductively from a set of specific facts and deductively from general premises
3.6 examine problems and proposed solutions from multiple perspectives
3.7 evaluate the extent to which a strategy addresses the problem
3.8 assess costs, benefits and other consequences of proposed solutions

GOAL 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

4.1 explain reasoning and identify information used to support decisions
4.2 understand and apply the rights and responsibilities of citizenship in Missouri and the United States
4.3 analyze the duties and responsibilities of individuals in societies
4.4 recognize and practice honesty and integrity in academic work and in the workplace
4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6 identify tasks that require a coordinated effort and work with others to complete those tasks
4.7 identify and apply practices that preserve and enhance the safety and health of self and others
4.8 explore, prepare for and seek educational and job opportunities

KNOWLEDGE (CONTENT) STANDARDS

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of and proficiency in

CA 1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA 2 reading and evaluating fiction, poetry and drama
CA 3 reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA 4 writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA 5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multimedia productions)
CA 6 participating in formal and informal presentations and discussions of issues and ideas
CA 7 identifying and evaluating relationships between language and culture

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation that includes knowledge of

FA 1 process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
FA 2 the principles and elements of different art forms
FA 3 the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
FA 4 interrelationships of visual and performing arts and the relationships of the arts to other disciplines
FA 5 visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation that includes knowledge of

HP 1 structures of, functions of, and relationships among human body systems
HP 2 principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
HP 3 diseases and methods for prevention, treatment and control
HP 4 principles of movement and physical fitness
HP 5 methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
HP 6 consumer health issues (such as the effects of mass media and technologies on safety and health)
HP 7 responses to emergency situations

SHOW-ME STANDARDS

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation that includes knowledge of

MA 1 addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
MA 2 geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
MA 3 data analysis, probability and statistics
MA 4 patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
MA 5 mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
MA 6 discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation that includes knowledge of

SC 1 properties and principles of matter and energy
SC 2 properties and principles of force and motion
SC 3 characteristics and interactions of living organisms
SC 4 changes in ecosystems and interactions of organisms with their environments
SC 5 processes (such as plate movement, water cycle, airflow), and interactions of Earth's biosphere, atmosphere, lithosphere, and hydrosphere
SC 6 composition and structure of the universe and the motions of the objects within it
SC 7 processes of scientific inquiry (such as formulating and testing hypotheses)
SC 8 impact of science, technology, and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation that includes knowledge of

SS 1 principles expressed in the documents shaping constitutional democracy in the United States
SS 2 continuity and change in the history of Missouri, the United States and the world
SS 3 principles and processes of governance systems
SS 4 economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
SS 5 the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
SS 6 relationships of the individual and groups to institutions and cultural traditions
SS 7 the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

CHAPTER 1

OVERVIEW OF THE SOCIAL STUDIES FRAMEWORK

> *Can a society that assumes responsible citizen involvement in decision making survive if its members do not, will not or cannot participate in such decision making?*
>
> —National Council for the Social Studies Task Force on Scope and Sequence*

RATIONALE FOR THE STUDY OF SOCIAL STUDIES

The Challenge of Citizenship

Jefferson argued in the early days of this Republic that if the people are to be a "safe repository of sovereignty of the ultimate powers of society," they must be educated. Jefferson's rationale for education remains valid today. Indeed, a major purpose for public education — perhaps the major purpose — is to prepare young people for informed, responsible citizenship. Social studies has special responsibilities in carrying out that purpose. The challenge is a great one, because of the complexity of myriad public issues at home and in other places. The challenge is not new. In every era, complex public issues have confronted the citizenry. How those issues are resolved often has profound ramifications for future generations.

The Mission and Nature of Social Studies

The mission of social studies is to help young people develop competence in addressing the challenges of "the office of citizen."

The field of social studies encompasses several academic subjects drawn from the humanities and social sciences, including United States history, world history, geography, government, economics, sociology, psychology, and anthropology. The central focus that unites those subjects is that they study people and human behavior in social contexts. Hence, they have much to offer to a field like social studies with its citizenship education mission.

The knowledge base from which social studies educators draw is so vast that no one person can possibly learn all of it. The challenge of comprehending even one of the social studies disciplines, such as world history, is one that is daunting even to scholars. Hence, social studies educators are confronted with a content selection challenge of great magnitude. To address that challenge, they need one or more guiding principles for making their selections.

The authors of this framework recommend the following principle to guide selection of content: When considering what to teach from history and the social sciences, choose primarily

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*National Council for the Social Studies Task Force on Scope and Sequence, "Social Studies for Citizens of a Strong and Free Nation," in National Council for the Social Studies, *Social Studies Curriculum Planning Resources*, Kendall/Hunt: Dubuque, Iowa, 1990, *p. 19*.

that content which has special significance for advancing citizenship education. That is, the choice of content is not based on the aim of creating professional historians, social scientists, or winners of *Trivial Pursuit*. Rather, the choice is based on the aim of creating Jefferson's "safe depository of government": a civic minded, educated population, able to comprehend the complexity of public policy issues, to relate those issues to their own lives and those of others, and to make decisions with an awareness of likely consequences.

Given their mission, social studies educators are obligated to communicate a vision of "informed, responsible citizenship," which should be subject to and clarified through public discussion. That vision, to be consistent with constitutional principles, must allow for diversity of thought and must be nonpartisan.

The Social Studies Framework Committee has identified three major prerequisites for responsible citizenship:

1. **habits of mind** — the ability and the commitment to use thinking skills, such as those found in Missouri's Show-Me Standards (e.g., to gather, analyze and apply information and ideas; to communicate effectively within and beyond the classroom; to recognize and solve problems; and to make decisions and act as responsible members of society);
2. **a knowledge base** — comprehending how individuals, groups, institutions, social and environmental systems, and public policy issues relate to each other in this and other times and places;
3. **responsibility** — commitment to manage one's private affairs responsibly, to inform oneself, and to participate in public affairs at one or more levels – local, state, national, or international.

Citizens who derive those characteristics from a solid base of social studies knowledge and skills should be well prepared to participate as responsible citizens in community affairs, ranging from family through neighborhood and state to our republic, as well as to the international community.

A Vision for Quality Social Studies Programs

The Social Studies Framework Committee offers the following vision for quality social studies programs:

First, in all courses and at all grade levels, social studies programs should have students address course- and age-appropriate questions pertinent to citizenship. Active study in any field begins best with questions. In the field of social studies, there are five major kinds of questions:

1. **Questions calling for descriptive, informational responses.** These are questions that often begin with "who," "what," "when," "where," "how," or "how many." For example, "Who is representing Missouri in the United States Senate?" "How do courts make decisions in criminal cases?" "When did the Civil War begin in Missouri?"
2. **Questions calling for explanatory and predictive responses.** These questions often — but not always — begin with "why." "Why are the prices of automobiles higher today

than they were 25 years ago?" "What were major causes of World War I?" "Why is there terrorism in the different parts of the world?" "What consequences would likely follow a major reduction of taxes?"

3. **Questions calling for names or explanations of concepts or for definitions.** "What does 'unreasonable search' mean in the eyes of the law?" "How do economists define 'supply'?" "How is 'prejudice' different from 'discrimination'?"

4. **Questions calling for evaluative or prescriptive responses in matters of public interest.** "Is a balanced budget amendment desirable?" "Should the United States have joined the League of Nations following World War I?" "Should the Federal Reserve Bank raise interest rates at this time?" "Should the state subsidize school breakfast programs?"

5. **Questions calling for descriptions of processes to be used in addressing any of the above questions.** For example: "How should a person decide what were major causes of World War I?" "What processes should a person use in deciding whether a balanced budget amendment is desirable?" "How should jurors decide whether a defendant is guilty?"

All of the above types of questions are used in subjects other than social studies with the possible exception of the fourth type of question. That type of question has special importance in social studies, because informed, active citizenship entails making such judgments, as evidenced by the fact the United States Constitution gives citizens the right to vote, meet with others to exchange opinions, petition the government, and run for public office.

Helping students become increasingly competent in responding to issues of public concern that call for the use of judgment is a challenge that social studies programs are obligated to assume with thoughtful responsibility. The challenge is an important one, because the development of such competence depends upon much more than simply growing older. The challenge for teachers is to help students learn how to be more effective in discussing issues of public policy, reaching decisions, defending decisions, and owning their decisions — all the while respecting and defending the right of others to arrive at points of view different from their own. In the process, social studies teachers have responsibility for helping students learn to apply and balance core democratic ideals found in the United States Constitution, ideals that include freedom, justice, equality, general welfare, and domestic tranquility.

Second, social studies programs should engage students actively in their own learning. They should involve students in investigating topics, observing the social world, exploring the meanings of ideas, hypothesizing relationships among current and historical events, discussing issues, making presentations, solving problems, and making decisions. All the while, as students do those things, they are challenged to evaluate the quality of their thinking and of any products they produce.

Third, social studies programs should expand students' thinking across the boundaries of separate academic subjects. While such courses as United States History, World History, Geography, or Civics will continue to be taught in most social studies programs, the ways in which they are taught may need to change in some cases. For example, a United States History course that builds in content and modes of thinking from other disciplines, such as geography, world history, economics, government, and law, will be more effective in helping students comprehend the realities and complexities of events and issues studied. When studying a specific topic, such as "The Dust Bowl of the 1930's," for example, it is even desirable to use content from fields outside the social sciences, such as literature and earth science, in order to understand what life was like and what was causing change in those times.

Finally, social studies programs should find a reasonable balance between having students "cover" a significant amount of content and study topics in depth. Because so much has happened and is happening, social studies programs often resort to offering survey courses that cover content superficially and place students in passive learning roles. While the quality of civic decision making depends to some extent upon knowing major historical developments, comprehending the sweep of history, and having broad knowledge from social sciences, such decision making also depends upon understanding the complexity of human events and issues, which requires the study of some topics in depth. Indeed, if one has to choose between breadth and depth, research indicates that in-depth studies result in better long- term retention.

TERMINOLOGY USED IN THIS FRAMEWORK

Terms Defined Here

Having a common vocabulary is necessary for communication. Hence, we list and explain here those technical terms that have special meanings in this framework:

Fundamental Questions — "Fundamental Question" is defined here as a question that is of central importance for the subject of social studies. This framework identifies four Fundamental Questions, which are explained in detail below on pp. 8-9:

I. Why have people established governance systems?
II. How do individuals relate to and interact with groups?
III. How do events and developments in this and other places relate to us and to each other?
IV. How do the lives of individuals and conditions in society affect each other?

Academic Discipline Perspectives — Five academic perspectives (i.e., specific vantage points or ways of viewing things) corresponding to the disciplines of government/political science; anthropology, sociology, and psychology; history; economics; and geography are identified and used in this framework to examine each of the four Fundamental Questions. Those perspectives are as follows:

A. Civic-Political Perspective
B. Social-Cultural Perspective
C. Historical Perspective
D. Economic Perspective
E. Geographic Perspective

Strand - "Strand" is defined as a major theme or organizing question about which a field of studies may be conceptualized. The strands of this framework are presented in this easy-to-recall pattern: One Fundamental Question, identified by its Roman numeral, accompanied by one Academic Discipline Perspective, identified by its upper-case letter, constitutes one strand. Following are three of the twenty strands in this framework:

I.A Why have people established governance systems? (Civic-Political Perspective)
II.C How do individuals relate to and interact with groups (Historical Perspective)
IV.D How do the lives of individuals and conditions in society affect each other? (Economic Perspective).

Rationale – A "rationale" is a statement to justify something. A rationale for social studies was presented in this chapter on pp. 1-2, and rationales for each of the four Fundamental Questions and for each of the five academic discipline perspectives are presented below on pp. 9-11. Rationales for each of the strands are presented in Chapter 3 under the heading "K-12 Content Overview."

Grade Ranges – What students should know and be able to do in this framework is specified for the grade ranges of K-4, 5-8, and 9-12. We used grade ranges rather than specific grades, such as Grade 1, Grade 2, etc., in order to allow flexibility for local districts to determine what should be sequence of courses for the K-12 program.

Guiding Questions – For each strand, the Social Studies Framework Committee generated a set of questions to help direct inquiry and identify what students should learn. Those questions that are listed for a specific grade range are called "Guiding Questions." The Guiding Questions, found in Chapter 3 in the left-hand column of the charts for each strand, are each adaptable to a variety of courses.

The "Show-Me Standards" – The Outstanding Schools Act of 1993 required work groups of teachers to identify academic performance standards, which define the knowledge, skills, and competencies which Missouri students should be expected to demonstrate. One set of the standards, thirty-three in number, focuses on processes of thinking. These standards, found in the preface, are grouped under four goals:

1. Gather, Analyze and Apply Information and Ideas
2. Communicate Effectively Within and Beyond the Classroom
3. Recognize and Solve Problems
4. Make Decisions and Act as Responsible Members of Society

Another set of the Show-Me Standards focuses mainly on content. These standards are grouped under the subject areas of Communication Arts, Fine Arts, Health/Physical Education, Mathematics, Science, and Social Studies.

The seven social studies knowledge standards specify that students will acquire a solid foundation of knowledge in:

SS 1. principles expressed in the documents shaping constitutional democracy in the United States
SS 2. continuity and change in the history of Missouri, the United States and the world
SS 3. principles and processes of governance systems
SS 4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
SS 5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and environment

SS 6. relationships of the individual and groups to institutions and cultural traditions
SS 7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Sample Learning Activities – Sample Learning Activities, which are optional, are listed in Chapter 3 in the right-hand column of the charts for each of the strands. These activities were designed to engage students in ways that are challenging, to help students learn the knowledge and skills found in the Guiding Questions and the Show-Me Standards, and to provide ideas that may be used as a basis for performance assessments. The Sample Learning Activities, like the Guiding Questions, are adaptable to a variety of courses and grade levels.

Terms Defined in Glossary

Technical terms from history, the social sciences, and pedagogy printed in italics in this framework are defined in the framework's glossary on pp. 179-189. Examples of such terms are *confederal system*, a political science term; *region*, a geographic term; and *opportunity cost*, an economic term.

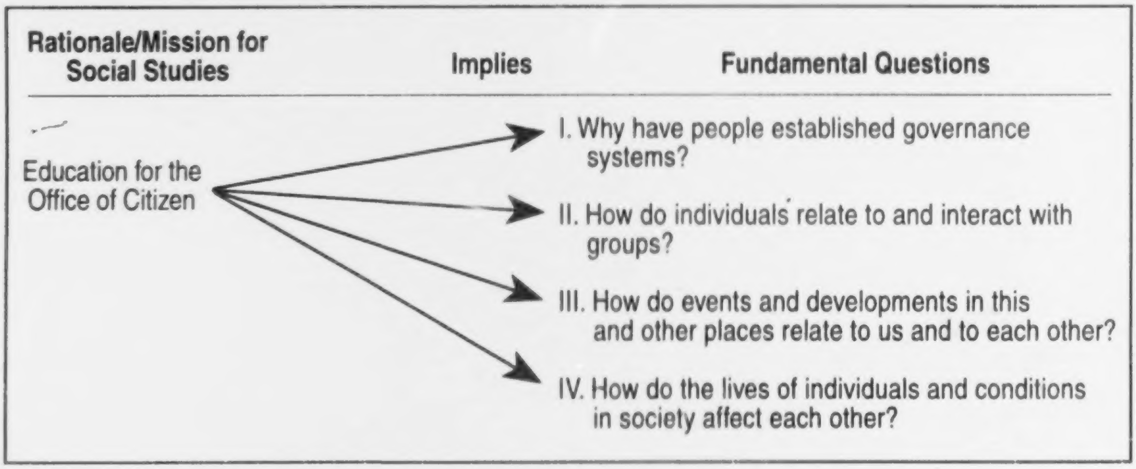
MAJOR ORGANIZING STRANDS IN THIS FRAMEWORK

One challenge before any committee that develops a curriculum for its field of study is to identify strands — i.e., major topics or questions — which that curriculum is to address. This chapter explains the process the Missouri's Social Studies Framework Committee used in determining the strands of this framework and how they were developed. Understanding the process used is helpful for implementing the framework in a manner consistent with the social studies rationale presented above. In addition, some districts may choose to use a similar process as they develop strands of their own.

Four Fundamental Questions

The Social Studies Framework Committee chose to base its strands on four **Fundamental Questions** as well as five **Academic Perspectives**, which are discussed below in the remainder of this chapter and in Chapter 3. The framework committee identified the Fundamental Questions, shown in Figure 1, as its answer to the question, "What important questions should all citizens be able to answer effectively by the time they graduate from high school?" The questions were to be important for students to investigate in depth in order to attain the knowledge base requisite for informed, responsible citizenship.

FIGURE 1.
Arriving at Fundamental Questions to Provide a Structure for the Social Studies Framework



Rationale/Mission for Social Studies | **Implies** | **Fundamental Questions**

Education for the Office of Citizen

I. Why have people established governance systems?

II. How do individuals relate to and interact with groups?

III. How do events and developments in this and other places relate to us and to each other?

IV. How do the lives of individuals and conditions in society affect each other?

Rationale for Fundamental Question I:
Why Have People Established Governance Systems?

Whenever people join together in groups — be they small, informal groups or large, complex *societies** — it is necessary for those groups to have procedures for making authoritative decisions. That is, they need systems of governance. Moreover, most of humankind lives within territories that have special institutions and procedures, called *governments*. Governments determine how the people of the territory will rule themselves or be ruled. For many reasons, people the world over have found it necessary to establish governments. Indeed, dire consequences result when governments break down. The United States Constitution in its Preamble provides a set of reasons for our government: namely, "to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

This Fundamental Question is important for American students to investigate because systems of governance, especially those that are governments, make decisions that can have profound effects on their lives. As citizens of this state and nation, students have the right to try to influence systems of governance affecting them. They have the responsibility to monitor those systems in order to help assure that they operate in ways that are consistent with democratic ideals. They also need to understand the governance systems of other nations because those systems make decisions that may affect their lives, because they cannot understand world events without understanding other systems, because knowledge of other systems may increase their understanding of and appreciation for their own system, and because such understandings may provide ideas on how their system might be improved.

Rationale for Fundamental Question II:
How Do Individuals Relate to and Interact with Groups?

Throughout history, people have lived in and interacted with groups. In modern societies those groups include families, friendship groups, school classes and clubs, work groups, religious congregations, businesses, and bureaucracies.

Students must be able to address this Fundamental Question solidly, because their effectiveness as individuals and citizens is intimately related to how well they understand and can work with a wide variety of groups. Much of what they learn is learned from interaction with individuals in group contexts. The groups to which we belong — familial, educational, religious, and economic — constitute the nation's *civil society*. The quality of life in the United States depends very much upon how well those civil-society groups are functioning.

Rationale for Fundamental Question III:
How Do Events and Developments in This and Other Places Relate to Us and to Each Other?

In these times, even distant events and developments, such as a civil war on another continent or the development of a new technology in another nation, may have a profound impact on our lives, just as events here often have worldwide ripple effects. In addition, Missouri's students will be deprived of that sense of self and of shared community upon which full personal development and responsible citizenship depend if they lack knowledge of their roots, of their connectedness to peoples living elsewhere on this planet, and of their place in the great stream of human history. The likely price of nationwide ignorance in these areas is that individuals, communities, and the nation will be prone to making decisions that are not in their own best interest.

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*Terms printed in italics are defined in the glossary.

Rationale for Fundamental Question IV: How Do the Lives of Individuals and Conditions in Society Affect Each Other?

Another way of stating this Fundamental Question is, "What is the relationship between private life and public life?" Whereas *private life* pertains to the people's activities within the arenas of their personal and family lives, *public life* pertains to people's activities within the arenas of the workplace and community. In democratic systems there are clear relationships between the private lives of citizens and their public lives, and those relationships often affect the common good. Individuals who in their private lives make irrational economic decisions become a burden on others; individuals who make impulsive, violent personal decisions pose a threat to public safety; and parents who do not take seriously their responsibilities in the home contribute to a fraying of the fabric of society at large. Individuals who neglect their public life responsibilities, on the other hand, who fail, for example, to be vigilant in monitoring the government's protection of basic rights or fail to attend to issues of public policy, may discover that freedoms they have taken for granted are no longer protected or that conditions they want for their communities slip away or do not come about.

Students need to be able to address this Fundamental Question thoughtfully if they are to meet the challenge of citizenship, defined in *Webster's New Collegiate Dictionary* as "the quality of response of an individual to membership in a community."

Five Academic Perspectives

While the Fundamental Questions are important, teachers need more specific questions to guide them when they construct courses, units, and lessons. Hence, the Framework Committee decided to elaborate on each Fundamental Question by generating additional questions using ideas from the academic disciplines of history, geography, government, and economics, as well as anthropology, psychology, and sociology. In the process the committee examined and made judicious use of national standards related to those disciplines. (National standards were recently developed for social studies and the disciplines of history, geography, and civics/government.) The academic disciplines of history and the social sciences have long traditions of inquiry and bases of knowledge that relate to and shed light on the Fundamental Questions, in each case doing so from a different, but critically important perspective (see Figure 2). For example:

A. **The civic-political perspective** asks and addresses questions about issues of governance and about how people relate to and interact with their political systems in this and other nations.

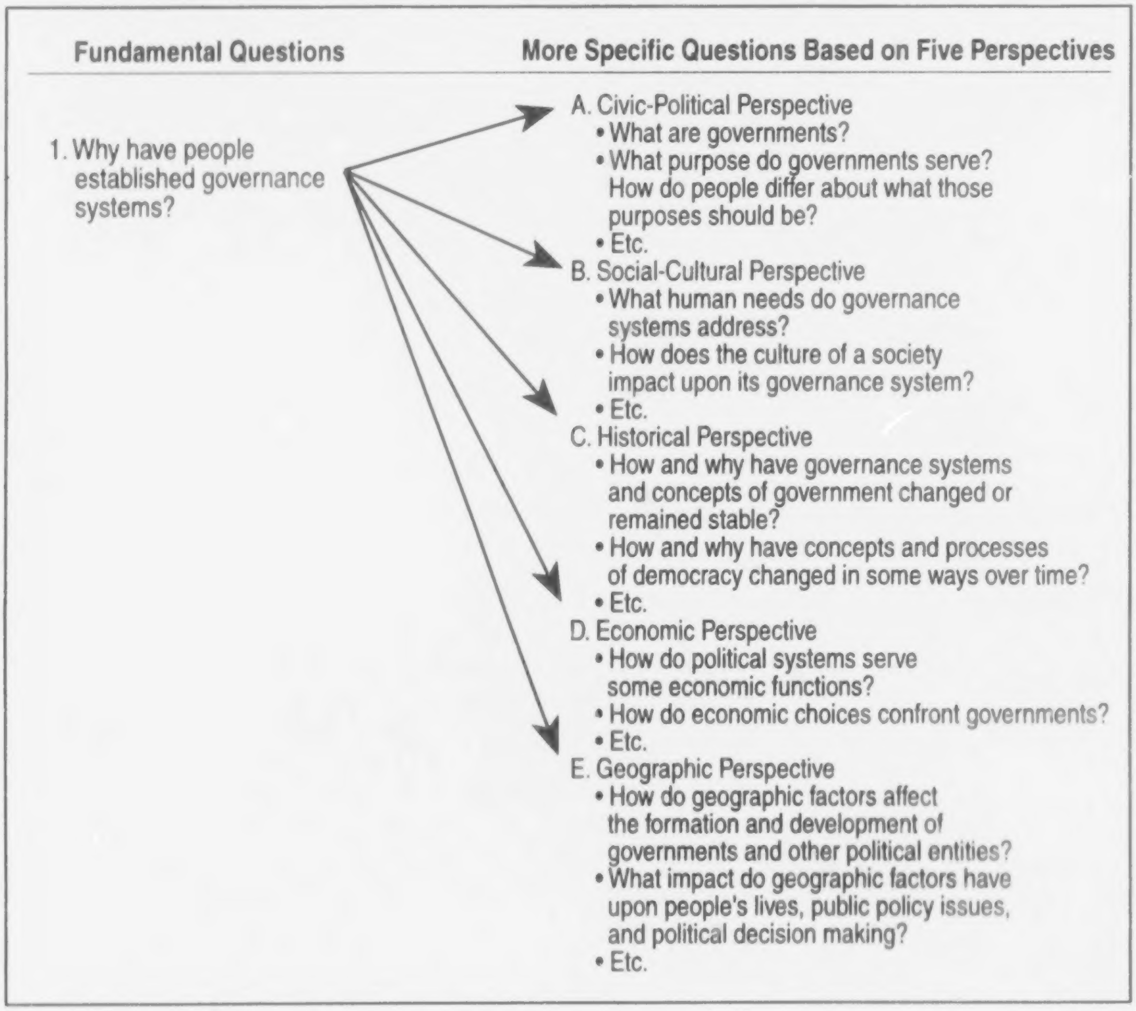
B. **The social-cultural perspective** asks and addresses questions about the individual's relationship to a variety of social groups, about how societies are organized, and about dynamic relationships among the elements within cultures.

C. **The historical perspective** asks and addresses questions about how events and developments that have shaped the course of human affairs may be interpreted.

D. **The economic perspective** asks and addresses questions about how individuals, institutions, and societies are organized to meet human economic needs under the ever-present condition of scarcity.

E. **The geographic perspective** asks and addresses questions about locations and characteristics of places and about dynamic relationships among people and their physical and social environments.

FIGURE 2. Analyzing One of the Fundamental Questions from Five Perspectives



Fundamental Questions

1. Why have people established governance systems?

More Specific Questions Based on Five Perspectives

A. Civic-Political Perspective
- What are governments?
- What purpose do governments serve? How do people differ about what those purposes should be?
- Etc.

B. Social-Cultural Perspective
- What human needs do governance systems address?
- How does the culture of a society impact upon its governance system?
- Etc.

C. Historical Perspective
- How and why have governance systems and concepts of government changed or remained stable?
- How and why have concepts and processes of democracy changed in some ways over time?
- Etc.

D. Economic Perspective
- How do political systems serve some economic functions?
- How do economic choices confront governments?
- Etc.

E. Geographic Perspective
- How do geographic factors affect the formation and development of governments and other political entities?
- What impact do geographic factors have upon people's lives, public policy issues, and political decision making?
- Etc.

Such perspectives add depth of substantive content to the Fundamental Questions. People need those perspectives in order to build knowledge bases that will serve for informed, responsible citizenship and for life-long learning.

Addressing Each Strand with Guiding Questions, Skills, and Activities for the Different Grade Ranges

After the Framework Committee generated a set of general questions for inquiry in each of the twenty strands (see the questions listed in the "K-12 Content Overview" in each strand in Chapter 3), the Committee proceeded to develop **Guiding Questions** to identify for each strand what students should learn in the grade ranges of K-4, 5-8, and 9-12 (see Figure 3). The Guiding Questions were designed to be adaptable to a variety of courses.

FIGURE 3. Generating Guiding Questions for Levels

Fundamental Question I (Civic-Political Perspective)

- What are governments?
- What purposes do governments serve? How do people differ about what those purposes should be?
- How do governments vary in their forms and processes?
- How is government organized in the United States, and how does it work?
- What purposes do/should constitutions serve?
- What principles of government and society are basic to democracy in the United States?
- How do/should those principles and domestic politics affect the lives of Americans?
- How is the world organized politically?

Imply

Specific Guiding Questions

Level K-4
1. What are governments? What do they do?
2. Why is it important to limit the power of government?
3. What are some of the purposes and ideals of government in the United States and in other countries?
4. Etc.

Level 5-8
1. How is limited government different from unlimited government? How do people's lives vary under these systems?
2. What is/should be the nature and purposes of constitutions?
3. What essential ideas of American constitutional government are found in or implied by the Declaration of Independence, the United States and Missouri Constitutions, and other writings?
4. Etc.

Level 9-12
1. What are competing ideas regarding purposes of governments and other governance systems? What purpose should governance systems serve?
2. What are essential characteristics of limited and unlimited governments? What importance do rule of law, civil society, political freedom, and economic freedom have under those systems?
3. What are/should be the nature, purposes, and uses of constitutions?
4. Etc.

In addition, the Guiding Questions were analyzed to determine what skills are required to address them effectively. Sources of those skills come from those processes of thinking, learning, and communication found in the academic disciplines of history and the social sciences and from Missouri's Show-Me Standards.

Finally, the Committee generated a set of optional **Sample Activities** to illustrate a variety of ways in which students might address the Guiding Questions using the identified skills. Each activity is consistent with the vision of social studies described in Chapter 1 (see Figure 4). Teachers may also use the activities as a source of ideas when constructing performance assessments.

FIGURE 4. Generating Activities for a Grade Range Using the Guiding Questions and Missouri Academic Performance Standards

Guiding Questions for Level K-4	Sample Learning Activities
1. What are governments? What do they do? 2. Why is it important to limit the powers of government? 3. What are some of the purposes and ideals of government in the United States and other countries? 4. How do government officials make, apply, and enforce rules and laws? How do they get the authority to do so? 5. How are different governments organized?	• Discuss one or more of the Guiding Questions in the context of stories from children's literature (e.g., *The Five Hundred Hats of Bartholomew Cubbins* by Dr. Seuss) where the governance system is that of a kingdom operated primarily to benefit one privileged person. • Create a story about a community which has a governance system that is a democracy and make a web chart on what life would be like in that place. • Create a flow chart showing how the local government, the government of the local school district, the state government, or the national government is organized. • After participating in or observing the mock trial of a fictional character from children's literature, such as Goldilocks, describe the procedures courts use in reaching decisions, and raise questions to discuss with an attorney.

The strands together with their Guiding Questions are adaptable to a variety of scopes and sequences, courses, units, and lessons. A Guiding Question, such as "What purposes do governments serve?" from Strand I A (Fundamental Question I/Academic Perspective A), could be used at all grade levels in a variety of courses — from those focused on the neighborhood in the primary grades to those focused on history, geography, civics, and economics in the middle school or high school. Indeed, as one Guiding Question is used in different contexts, students should come to appreciate how significant that question is for interpreting their own social worlds and the broader social worlds of past and present.

All elements identified above — strands focused on Fundamental Questions and Academic Perspectives, Guiding Questions, skills needed to address the Guiding Questions, and Sample Activities —are presented in chart form in Chapter 3. (The charts are explained in Chapter 3 under the heading "Organizational Roadmap.") The charts communicate visually the contributions of the separate academic discipline perspectives to the Fundamental Questions, which, in turn, contribute to the citizenship education mission of social studies: namely to assure that the nation's citizenry can rise to the Jeffersonian challenge of being a "safe depository of the ultimate powers of the society."

CHAPTER 2

HOW TO USE THE FRAMEWORK

This chapter serves as an introduction to Chapter 3 by explaining the organization of the strands of this framework and explaining the format of the strands as they are presented in Chapter 3.

HOW THE STRANDS ARE ORGANIZED

The twenty strands, which are developed in detail in Chapter 3, are shown below in Table 1 in a matrix form with the page numbers in which each strand may be found listed in each cell of the matrix.

Table 1. Organization of Strands

	I. Why have people established governance systems?	II. How do individuals relate to and interact with groups?	III. How do events and developments in this and other places relate to us and to each other?	IV. How do the lives of individuals and conditions in society affect each other?
A. Civic-Political Perspective	pp. 27-33	pp. 59-65	pp. 94-100	pp. 131-137
B. Social-Cultural Perspective	pp. 34-39	pp. 66-72	pp. 101-107	pp. 138-144
C. Historical Perspective	pp. 40-45	pp. 73-79	pp. 108-116	pp. 145-151
D. Economic Perspective	pp. 46-51	pp. 80-86	pp. 117-123	pp. 152-158
E. Geographic Perspective	pp. 52-58	pp. 87-93	pp. 124-130	pp. 159-165

HOW TO USE THE INFORMATION IN THE STRANDS: RECOMMENDATIONS AND PITFALLS TO AVOID

Before moving on to the strands in chapter 3, it is important to give some direction on how to use the strands.

Recommendation One. Districts should determine scopes and sequences for their social studies programs prior to assigning Guiding Questions and skills to courses and units.

It is critical for curriculum committees to understand that the organization of social studies knowledge and skills by strands in this chapter is not a Missouri plan for how the scope and sequence of social studies programs should be organized. The Guiding Questions and skills were designed to be used in a variety of courses. Hence, an important challenge for district social studies committees is to have well conceived scope and sequences in which the Guiding Questions and skills will be used. We provide advice on the construction of quality scopes and sequences in Chapter 4 of this framework (pages 172-178) and provide sample scopes and sequences in Appendix B.

Recommendation Two. Use the strand names to assist in deciding where to address the content in the district's scope and sequence.

Here are some examples to illustrate how to carry out this recommendation:

If one is teaching a Grade 3 unit on the government of the local community and how it has changed over time, teachers should examine the Guiding Questions and Sample Activities for Level K-4 for these strands: I A, B, C, D, and E. Why have people established governance systems? (civic-political, social-cultural, historical, economic, and geographic perspectives) and II B. How do individuals interact with and relate to groups (social-cultural perspective).

If one is teaching a Grade 5 unit on Columbus's voyages to the Americas and the consequences of his voyages, teachers should examine Level 5-8 Guiding Questions and Sample Activities for these strands: III B, C, and E. How do events and developments in this and other places relate to us and to each other? (social-cultural, historical, and geographic perspectives).

If one is teaching a Grade 8 unit on the Great Depression, teachers should examine the Guiding Questions and Sample Activities for Level 5-8 for these strands: I A and E. Why have people established governance systems? (civic-political and economic perspectives); III C, D, and E. How do events and developments in this and other places relate to us and to each other? (historical, economic, and geographic perspectives); and IV C and D. How do the lives of individuals and conditions in society affect each other? (historical and economic perspectives).

If one is teaching a unit on the Holocaust in a Grade 10 world history course, teachers should examine the Guiding Questions and Sample Activities for Level 9-12 for these strands: I A, B, and C. Why have people established governance systems (civic-political, social-cultural, and historical perspectives); II B and C. How do individuals interact with and relate to groups? (social-cultural and historical perspectives); III A, B, C, and E How do events and developments in this and other places relate to us and to each other? (civic-political, social-cultural, historical, and geographic perspectives); and IV A, B, C, and E. How do the lives of individuals and conditions in society affect each other? (civic-political, social-cultural, historical, and geographic perspectives).

As one looks at the Guiding Questions and Sample Activities in conjunction with the units as listed above, *teachers should be selective in choosing those Guiding Questions and Sample Activities that have the greatest relevance to and importance for their units.*

Recommendation Three. Look at the strands across grade ranges.

Each strand is addressed at grade ranges K-4, 5-8, and 9-12. Look at each strand in its totality, not just at one grade range, because ideas at one level build upon prior levels and prepare students for the next level. In addition, Sample Activities presented for one level may be adapted to other levels.

Recommendation Four. Develop strategies for how the Guiding Questions will be used and how student responses will be evaluated.

Simply asking good questions will not guarantee productive learning. How the Guiding Questions are used is just as important as the fact that they are used. It is important that teachers and their students understand that there are such things as quality responses, that all responses are not equal. With that insight, **we offer the following recommendations on how to use the Guiding Questions:**

1. After selecting one or more Guiding Questions appropriate for a course, unit, or lesson, **tailor the question(s)** to fit the context, i.e., the specific unit and the specific group of children. For example, the K-4 Guiding Question "Why is it important to limit the powers of government?" would be used differently in a kindergarten class that is discussing Dr. Seuss's story *Yertle the Turtle* from a fourth grade class that is studying Missouri history. The exact wording of the question should be tailored to the classroom context.
2. **Analyze the question** to determine what it is asking students to do. Is it asking them to define a term, draw inferences from observations or statistical data, hypothesize cause-effect relationships, or state and defend reasoned positions about an issue?
3. **Determine what constitutes the features of a good answer**. For example, if students are being asked to define a term, they may need to (a) place the term in some category, (b) describe how that term differs in meaning from all other terms that fall in the same category, and (c) make use of appropriate authoritative sources in the process.
4. **Determine what knowledge and thought processes are needed** to answer the question effectively. For example, if students are being asked to identify and explain causes of the American Revolution, the knowledge base would need to include a body of relevant facts as well as understandings of how people behave in various circumstances. The knowledge base would also need to include an understanding of what "cause" means. The skills involved would include being able to gather information, separating relevant from irrelevant information, and weighing evidence.

For teachers who need to fill knowledge gaps relevant to the Guiding Questions, see such sources as those that follow or other subject matter references.

Resources related to Perspective A (Civics/Government): (a) Center for Civic Education, *National Standards for Civics and Government*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme VI. Power, Authority, and Governance and Theme X. Civic Ideals and Practices), and (c) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies G through L).

Resources related to Perspective B (Social/Cultural): (a) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme I. Culture; Theme IV. Individual Development and Identity; and Theme V. Individuals, Groups, and Institutions) and (b) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies S through U).

Resources related to Perspective C (Historical): (a) National Center for History in the Schools, UCLA, *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire;* and *National Standards for History: Basic Edition*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme II. Time, Continuity, and Change), and (c) Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies E and F).

Resources related to Perspective D (Economic): (a) National Council on Economic Education, *Master Curriculum Guide in Economics: A Framework for Teaching the Basic Concepts* and/or *Master Curriculum Guide in Economics: Economics: What and When: Scope and Sequence Guidelines*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme VII. Production, Distribution, and Consumption and Theme VIII. Science Technology, and Society), and (c) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or DESE, *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies M through R).

Resources related to Perspective E (Geographic): (a) Geography Education Standards Project, *Geography for Life: National Geography Standards*, (b) National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (see Theme III. People, Places, and Environments and Theme IX., Global Connections), and (c) Missouri Department of Elementary and Secondary Education, *Core Competencies and Key Skills for Missouri Educators: Grades 2-6, Social Studies/Civics* or *Core Competencies and Key Skills for Missouri Educators: Grades 7-10, Social Studies/Civics* (see Core Competencies A through D).

5. **Set criteria for quality answers** that students clearly understand, perhaps involving students in the criteria-setting process.
6. **Plan instruction and learning opportunities** that are engaging to students and will enable them to obtain the knowledge and skills needed to respond well.
7. **Observe and listen keenly** to what the students are doing and saying when teaching in order to gain insight into whether they are moving toward high performance. Intervene in appropriate ways if they need assistance.

Good results in teaching do not just happen. Good teaching is a highly analytical, creative process. Good results depend upon intellectual effort and some teacher artistry. While the use of the questions in this framework should be helpful in building a quality curriculum, effective instruction is an additional challenge.

Recommendation Five. Consider carefully how to handle those Guiding Questions that call for students to make judgments and decisions.

Such questions require special sensitivity on the part of teachers. Some parents worry that teachers will inculcate into their children values and points of view that run in opposition to those of the home. Parents certainly have the right to their points of view and the right to promote those views in their children. When they send their children to public schools, they do so assuming that beliefs which they cherish will not be assailed. At the same time, public schools and their social studies programs have the responsibility of preparing students for informed, responsible citizenship in a nation where there is much ethnic and religious diversity. That responsibility entails helping students learn how to participate in the marketplace of ideas with regard to issues that are of public concern. Indeed, one of the reasons for tax-supported public schools is to prepare students for such civic participation. Hence, this framework includes some questions that call for judgment on the part of students, because making judgment calls is part of what citizens do, and public schools are obligated to help students learn how to make such judgments in a more informed, rational manner. It is important to note, however, that the questions calling for judgments that are presented in this framework are focused on issues of **public** concern, on the types of issues people deal with in their roles as citizens. It is also critical that when those questions are addressed that they be treated as ones that invite debate, clarification of positions, and support of positions with reasoned arguments, all the while respecting the right of students to reach their own conclusions. Such an approach, based as it is on the First Amendment to the United States Constitution, is appropriate for public school social studies programs of this state and nation.

Recommendation Six. Be selective when choosing Sample Activities listed in this framework.

The sample activities are not intended to be mandatory. Regard them instead as suggestions inviting adaptations or as springboards for creating other activities. The framework includes more activities than teachers will have the time to use.

Recommendation Seven. Consider using one activity to teach to different Guiding Questions and Show-Me Standards.

The Sample Activities in many cases may be used effectively to address more than one Guiding Question and more than one Show-Me Standard.

Recommendation Eight. Use the Guiding Questions to promote student curiosity and inquiry and creativity in teaching.

If the ideas on the pages in Chapter 3 are used in rigid ways, they are being misused.

A HANDY GUIDE TO USE OF THE FRAMEWORK

As school district social studies teachers and curriculum committees work to improve social studies curriculum and instruction, they should find the Missouri Social Studies Framework to be a good resource to help them in the process. For ideas on how to use the framework to meet challenges social studies committees and teachers face, see Table 2.

TABLE 2. The Handy Guide to the Social Studies Framework

CHALLENGE	HOW THE SOCIAL STUDIES FRAMEWORK CAN HELP WITH THE CHALLENGE
Rationale for Social Studies School District A needs to draft a rationale for social studies for its written curriculum in order to reach consensus and communicate to students and the community what social studies is and why it is important.	The district's social studies curriculum committee examined Chapters 1 and 4 of the framework (pp. 1-4 and parts of 167-168), evaluated ideas found there, and adapted ideas it liked for its local curriculum. The committee also examined a few of the sources found in the Reference Section of the Framework (pp. 191-194).
Values & Controversial Issues School District B is concerned that some members of the community lack trust in how social studies teachers deal with values and controversial issues in their classrooms.	The district's social studies committee recommended to administration and school board that the district develop policies on how to deal with values and controversial issues. In the process of developing such policies, the committee examined Chapter 4, "Sound Philosophy" (pp. 168-169), and found it helpful to see how "values" was defined in the framework's Glossary (p. 189). Finally, the committee studied *Finding Common Ground*, edited by Charles Haynes, which was listed among the framework's references on p.191.
Scope & Sequence School District C plans to revise its scope and sequence in order to provide an improved organizational structure for its social studies program.	In revising its scope and sequence, the district's social studies curriculum committee examined examples of different scopes and sequences found in Appendix B of the framework and in sources listed in the Reference and Resource Section of the framework (pp. 191-193). The committee also used the criteria for quality scopes and sequences listed in the section of Chapter 4 entitled "Sequence" (p. 178).

CHALLENGE	HOW THE SOCIAL STUDIES FRAMEWORK CAN HELP WITH THE CHALLENGE
Goals for Graduates School District D plans to revise its goals for graduates in social studies, as it prepares for an upcoming Missouri School Improvement review. It needs to incorporates appropriate Show-Me Standards in those goals.	The district's social studies curriculum committee used the Show-Me Standards to help it in revising its social studies goals for graduates.
Objectives for Social Studies Courses School District E needs to revise the objectives for the social studies courses it offers in order to improve those courses.	Teachers on the district's curriculum committee determined which strands appear to be most relevant to each courses, examined the grade-appropriate Guiding Questions of those strands (pp. 28-165) and used ideas found in the Guiding Questions to help in revising their objectives. The teachers on the committee debated whether to write the objectives in the form of questions, as in the framework, or in the more traditional style of behavioral objectives.
Teaching Methods and Strategies Teachers in School District F are looking for ideas on how to improve their methods of teaching in social studies.	Teachers in the district found it helpful to identify the strands that relate to what they are teaching and to examine the Guiding Questions (column 1), the skills (column 2), and the activities (column 3) found in those strands (pp. 28-165). They also found "Sound Teaching," in Chapter 4 to offer useful ideas (pp.170-172).
Planning Units A teacher wants to use the framework as a resource for planning a unit.	The teacher identified those strands that relate most closely to the topic of the unit and drew ideas from the Guiding Questions, skills, and activities within those strands (pp. 28-165).

CHALLENGE	HOW THE SOCIAL STUDIES FRAMEWORK CAN HELP WITH THE CHALLENGE
Adaptations for Special Education Students Teachers in School District G want to adapt activities in the social studies framework for their special education students.	There is no single strategy for adapting activities for special education students, because each of those students has a unique set of strengths and weaknesses when it comes to learning in classrooms. The activities in the framework offer a number of possibilities for adaptations. The key is to build on whatever strengths the student has. Teachers of non-special education students are advised to talk with special education teachers in order to plan adaptations that will be most feasible for the individual student.
Performance Evaluations Teachers in School District H are looking for ideas on how to construct authentic performance evaluations of their students.	Although the Social Studies Framework was not developed as a guide for assessment, teachers in the district found that it offers a rich starting place for authentic performance assessments because many of the activities it lists in the right-hand columns on pp. 28-165 are authentic activities. (Such activities ask students to do what people do in real-life roles, to use high levels of thinking, and to become engaged with the world beyond the classroom). To move from authentic activities to authentic performance assessments, the teachers took these additional steps: (a) they identified what students are expected to do within and as a result of the activity, (b) they listed criteria for quality performance on those tasks, and (c) they experimented with assessing students on those tasks using the criteria. They also found that the framework's suggestions with regard to policy on teaching values and controversial issues (pp. 168-169) to be helpful for grading papers in ways consistent with the spirit of the First Amendment to the Constitution.
Understanding Technical Terms Some teachers, when reading the framework, are frustrated that they do not understand some of its technical terms.	The teachers found that technical terms in italics are defined in the framework's glossary (pp.179-189). The framework authors included and defined those technical terms that label important history and social science concepts.

CHAPTER 3

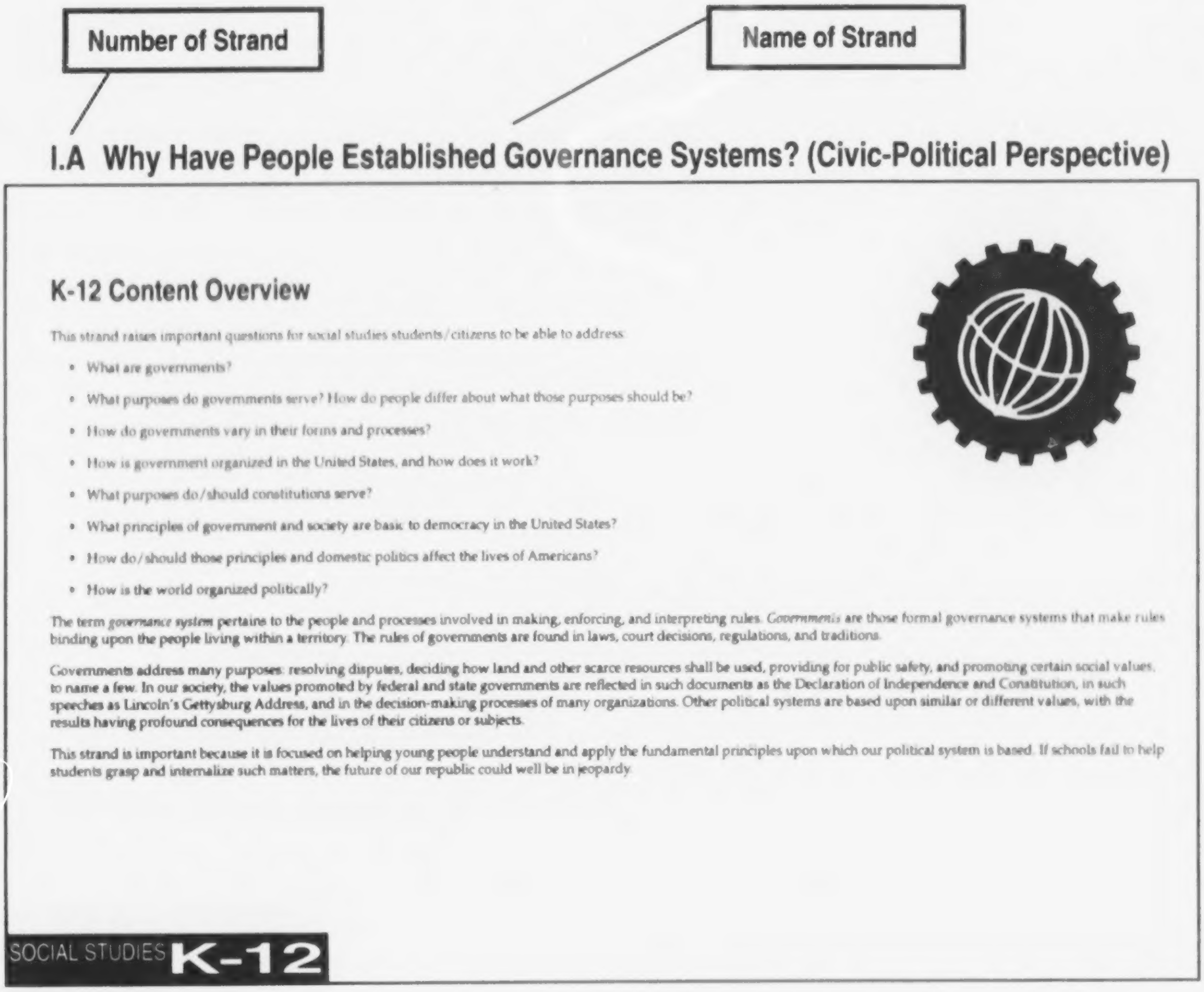
STRANDS OF THE SOCIAL STUDIES FRAMEWORK

In this chapter, each strand in the social studies framework is discussed in depth. The following information is presented for each strand in each of the grade ranges (K-4, 5-8, and 9-12):

- **Guiding Questions** in the left column indicate what all students should students know. Each Guiding Question is keyed to one or more of the Show-Me Knowledge (Content) Standard. (Both the Show-Me Knowledge and Performance Standards are presented above on pp. xiii-xvi.)
- **Skills statements** in the center column indicate what all students should be able to do. Each of these skills statements is keyed to one or more of the Show-Me Performance (Process) Standards. Using their professional judgment, teachers may teach one or more of the skills in combination with one or more Guiding Questions.
- **Optional learning activities** suggest ways of teaching content in the Guiding Questions using the skills of the Show-Me Performance (Process) Standards. Teachers may adapt these activities to their classes or create their own activities. They may also adapt the activities into performance assessments.

ORGANIZATIONAL "ROAD MAP"

Each of the strands begins with a K-12 Content Overview, which is presented in a format like that in Figure 5a. Following that page, information is presented on what students should know and be able to do as a result of their studies in the levels K-4, 5-8, and 9-12.


Number of Strand
Name of Strand

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- What are governments?
- What purposes do governments serve? How do people differ about what those purposes should be?
- How do governments vary in their forms and processes?
- How is government organized in the United States, and how does it work?
- What purposes do/should constitutions serve?
- What principles of government and society are basic to democracy in the United States?
- How do/should those principles and domestic politics affect the lives of Americans?
- How is the world organized politically?

The term *governance system* pertains to the people and processes involved in making, enforcing, and interpreting rules. *Governments* are those formal governance systems that make rules binding upon the people living within a territory. The rules of governments are found in laws, court decisions, regulations, and traditions.

Governments address many purposes: resolving disputes, deciding how land and other scarce resources shall be used, providing for public safety, and promoting certain social values, to name a few. In our society, the values promoted by federal and state governments are reflected in such documents as the Declaration of Independence and Constitution, in such speeches as Lincoln's Gettysburg Address, and in the decision-making processes of many organizations. Other political systems are based upon similar or different values, with the results having profound consequences for the lives of their citizens or subjects.

This strand is important because it is focused on helping young people understand and apply the fundamental principles upon which our political system is based. If schools fail to help students grasp and internalize such matters, the future of our republic could well be in jeopardy.

SOCIAL STUDIES **K-12**

FIGURE 5a. Strand Overview

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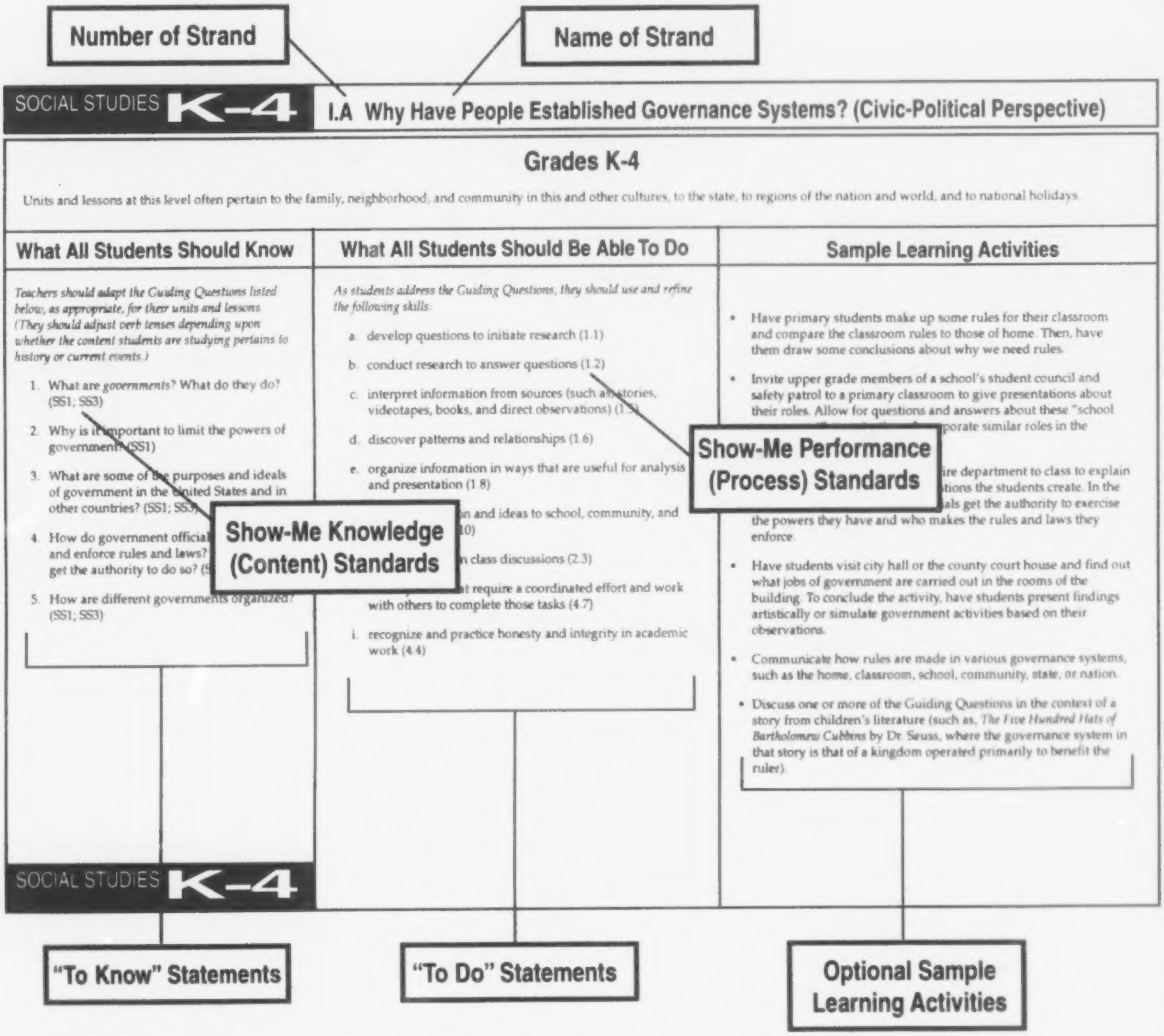
Number of Strand
Name of Strand
Show-Me Knowledge (Content) Standards
Show-Me Performance (Process) Standards
"To Know" Statements
"To Do" Statements
Optional Sample Learning Activities

SOCIAL STUDIES K–4 | I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are *governments*? What do they do? (SS1; SS3)
2. Why is it important to limit the powers of government? (SS1)
3. What are some of the purposes and ideals of government in the United States and in other countries? (SS1; SS3)
4. How do government official
   and enforce rules and laws?
   get the authority to do so? (S
5. How are different governments organized? (SS1; SS3)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)
b. conduct research to answer questions (1.2)
c. interpret information from sources (such as stories, videotapes, books, and direct observations) (1.5)
d. discover patterns and relationships (1.6)
e. organize information in ways that are useful for analysis and presentation (1.8)
n and ideas to school, community, and
10)
n class discussions (2.3)
t require a coordinated effort and work
with others to complete those tasks (4.7)
i. recognize and practice honesty and integrity in academic work (4.4)

Sample Learning Activities

- Have primary students make up some rules for their classroom and compare the classroom rules to those of home. Then, have them draw some conclusions about why we need rules.
- Invite upper grade members of a school's student council and safety patrol to a primary classroom to give presentations about their roles. Allow for questions and answers about these "school
  porate similar roles in the

  ire department to class to explain
  tions the students create. In the
  als get the authority to exercise
  the powers they have and who makes the rules and laws they enforce.
- Have students visit city hall or the county court house and find out what jobs of government are carried out in the rooms of the building. To conclude the activity, have students present findings artistically or simulate government activities based on their observations.
- Communicate how rules are made in various governance systems, such as the home, classroom, school, community, state, or nation.
- Discuss one or more of the Guiding Questions in the context of a story from children's literature (such as, *The Five Hundred Hats of Bartholomew Cubbins* by Dr. Seuss, where the governance system in that story is that of a kingdom operated primarily to benefit the ruler).

SOCIAL STUDIES K–4

FIGURE 5b. Strand Components

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On the very top of each page, the framework lists the name of the strand.

On the first page for each strand, inside the box, the framework presents the "K-12 Content Overview," a brief rationale for the strand.

On the second page and subsequent pages for each strand, information is presented on what students should learn and be able to do for levels K-4, 5-8, and 9-12. The level is indicated in the upper left corner of each page.

On the first page of each level for a strand, inside the box under the strand title, information is presented that indicates what is typically emphasized in the level in social studies programs. Local school districts may choose to emphasize similar or different content.

In the left-hand column of all pages that follow the first page for each strand, the framework presents recommendations with regard to "What Students Should Know" by the end of the grade range by listing Guiding Questions. **The numbers assigned to Missouri's Show-Me Knowledge (Content) Standards for Social Studies that relate directly to a Guiding Question are listed in parenthesis behind the Guiding Question.**

In the central column of all pages that follow the first page for each strand, the framework presents recommendations with regard to "What Students Should Be Able to Do" by listing skills students should be able to use competently by the end of the grade range. **The numbers assigned to Missouri's Show-Me Performance (Process) Standards focused on thinking processes that relate directly to a skill are listed in parentheses behind the skill.**

In the right-hand column of all pages that follow the first page for each strand, the framework presents optional "Sample Learning Activities," which may be used to teach the content and skills listed in the left-hand and central columns. The activities model a fundamental assumption of the framework committee: namely, that good teaching in social studies should combine both an emphasis on knowledge and an emphasis on process. That is, the activities in the right-hand column represent a synthesis of ideas from the left-hand and central columns.

PRESENTATION OF THE STRANDS

Beginning on the next page, the strands of the social studies framework are presented in the same format as that shown in Figures 5a and 5b.

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- What are governments?
- What purposes do governments serve? How do people differ about what those purposes should be?
- How do governments vary in their forms and processes?
- How is government organized in the United States, and how does it work?
- What purposes do/should constitutions serve?
- What principles of government and society are basic to democracy in the United States?
- How do/should those principles and domestic politics affect the lives of Americans?
- How is the world organized politically?

The term *governance system* pertains to the people and processes involved in making, enforcing, and interpreting rules. *Governments* are those formal governance systems that make rules binding upon the people living within a territory. The rules of governments are found in laws, court decisions, regulations, and traditions.

Governments address many purposes: resolving disputes, deciding how land and other scarce resources shall be used, providing for public safety, and promoting certain social values, to name a few. In our society, the values promoted by federal and state governments are reflected in such documents as the Declaration of Independence and Constitution, in such speeches as Lincoln's Gettysburg Address, and in the decision-making processes of many organizations. Other political systems are based upon similar or different values, with the results having profound consequences for the lives of their citizens or subjects.

This strand is important because it is focused on helping young people understand and apply the fundamental principles upon which our political system is based. If schools fail to help students grasp and internalize such matters, the future of our republic could well be in jeopardy.

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are *governments*? What do they do? (SS1; SS3)
2. Why is it important to limit the powers of government? (SS1)
3. What are some of the purposes and ideals of government in the United States and in other countries? (SS1; SS3)
4. How do government officials make, apply, and enforce rules and laws? How do they get the authority to do so? (SS1; SS3)
5. How are different governments organized? (SS1; SS3)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)
b. conduct research to answer questions (1.2)
c. interpret information from sources (such as, stories, videotapes, books, and direct observations) (1.5)
d. discover patterns and relationships (1.6)
e. organize information in ways that are useful for analysis and presentation (1.8)
f. apply information and ideas to school, community, and everyday life (1.10)
g. exchange ideas in class discussions (2.3)
h. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)
i. recognize and practice honesty and integrity in academic work (4.4)

Sample Learning Activities

- Have primary students make up some rules for their classroom and compare the classroom rules to those of home. Then, have them draw some conclusions about why we need rules.
- Invite upper grade members of a school's student council and safety patrol to a primary classroom to give presentations about their roles. Allow for questions and answers about these "school government" organizations. Incorporate similar roles in the governance of the classroom.
- Invite officials from the police or fire department to class to explain what they do and respond to questions the students create. In the process, discuss where those officials get the authority to exercise the powers they have and who makes the rules and laws they enforce.
- Have students visit city hall or the county court house and find out what jobs of government are carried out in the rooms of the building. To conclude the activity, have students present findings artistically or simulate government activities based on their observations.
- Communicate how rules are made in various governance systems, such as the home, classroom, school, community, state, or nation.
- Discuss one or more of the Guiding Questions in the context of a story from children's literature (such as, *The Five Hundred Hats of Bartholomew Cubbins* by Dr. Seuss, where the governance system in that story is that of a kingdom operated primarily to benefit the ruler).
- Create a chart that shows how a government — school district, city, county, state, or national — is organized.

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
		• Make up a story about a community that has an undemocratic governance system and communicate by picture or dramatization what life would be like in that place. • After participating in or observing the mock trial of a fictional character from children's literature, such as Goldilocks, describe the procedures courts use in reaching decisions. Then, raise questions to discuss with an attorney.

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How is *limited government* different from *unlimited government*? How do people's lives vary under those systems? (SS1; SS3)
2. What is/should be the nature and purposes of constitutions? (SS1; SS3)
3. What essential ideas of American constitutional government are expressed in the Declaration of Independence, the United States and Missouri Constitutions, and other writings? (SS1)
4. How are national, state, and local governments organized in the United States? What are their powers? What do they do? How do/should they impact upon people's lives? (SS1; SS3)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and refine research (1.1)

b. conduct research, including *field inquiries*, to answer questions and evaluate information and ideas (1.2; 1.3)

c. interpret information from sources (such as, documents, newspapers, videotapes, books, and direct observations) (1.5)

d. organize information into useful forms for analysis or presentation (1.8)

e. compare institutions of past and present societies (1.9)

f. apply acquired information and ideas to different contexts (1.10)

g. plan and make presentations for a variety of purposes and audiences (2.1; 2.2)

h. exchange information and ideas while recognizing the perspectives of others (2.3)

i. identify problems and define their scope and elements, develop and apply strategies in preventing and solving problems, and evaluate the extent to which the strategies address the problem (3.1-3.4; 3.7; 3.8)

Sample Learning Activities

- Using a *Venn diagram* or some other method, compare two governments, one of which is an example of a *limited government*, the other of which is an example of *unlimited government*.
- After examining the United States or Missouri Constitutions, deduce what purposes constitutions serve and what life would be like in societies having very different constitutions.
- Given information about the people who live in a country in need of a new government, create a constitution for that country.
- Collect newspaper articles that illustrate limitations placed on the powers of government officials. Describe the purposes of such limitations and evaluate whether they effectively accomplish those purposes.
- Draft a constitution to govern a class or school club using parliamentary procedure in the process.
- Design and carry out a simulation of a city council meeting, a Congressional hearing, a school-wide mock election, or a courtroom trial based on study of political processes.
- Produce booklets paraphrasing the Declaration of Independence for an audience of younger students.
- Conduct interviews of local government officials to learn about their powers and responsibilities and how they attained their offices. Report findings in student-authored booklets to be bound and placed in the school library.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. How do/should people get the authority to make, interpret, execute, and enforce rules and laws? (SS1; SS3) 6. What is the place of law in the American constitutional system? How should laws be made and evaluated? (SS1) 7. How are decisions made and disputes prevented and resolved by governments in the community, state, and nation? How should those processes be evaluated? (SS1; SS3) 8. How may *shared powers political systems*, like that of the United States, be compared to *parliamentary political systems*, like those of Canada and Great Britain? (SS1; SS3) 9. How is the world divided into *nation-states*? (SS3; SS5)	j. apply values of government found in documents shaping United States constitutional democracy (freedom, justice, equality, concern for the common good, domestic tranquility, etc.) (4.2; SS1) k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) l. recognize and practice honesty and integrity in academic work (4.4)	

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are competing ideas regarding purposes of governments and other *governance systems*? What purposes should governance systems serve? (SS1; SS 3)
2. What are essential characteristics of limited and unlimited governments? What importance do rule of law, *civil society*, political freedom, and economic freedom have under those systems? (SS1; SS3)
3. What are/should be the nature, purposes, and uses of constitutions? (SS1; SS3)
4. How are power and responsibility distributed, shared, and limited among the levels of government established by the United States Constitution? How are the local, state, and national governments

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and refine research (1.1)

b. conduct research, including *field inquiries*, to answer questions and evaluate information and ideas (1.2)

c. interpret information from sources (such as, documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) (1.5)

d. organize information into useful forms for analysis or presentation (1.8)

e. compare institutions of past and present societies (1.9)

f. apply acquired information and ideas to different contexts (1.10)

g. plan and make presentations for a variety of purposes and audiences (2.1; 2.2)

h. exchange information and ideas while recognizing the perspectives of others (2.3)

i. identify problems and define their scope and elements, develop and apply strategies in preventing and solving problems, and evaluate the extent to which the strategies address the problem (3.1-3.4; 3.7; 3.8)

Sample Learning Activities

- By poster, mobile, or dramatization, contrast essential characteristics and ways of life under *limited governments* (constitutional democracies) and *unlimited governments* (authoritarian and/or totalitarian dictatorships).
- Compare constitutions of different nations.
- Observe government activities, news broadcasts, C-SPAN, and other sources: to describe processes of federal, state, or local government; to project consequences of the processes; and to evaluate those consequences in the light of specific criteria based on *values* expressed in the United States Constitution.
- Track current events taking place in nations that are experiencing major breakdowns in their political systems in order to compare conditions of life under anarchic conditions with conditions of life in the United States today.
- Examine speeches of major candidates for elective office in order to draw inferences about what they believe are the most important purposes of government. Optional extension: Create a press release presenting a major position of the candidate.
- Examine primary source documents from the Revolutionary and Constitutional Era in United States history. Determine which ideas from those documents are found in governing documents of other nations.
- Identify a political issue for in-depth study, define it, relate it to democratic values, identify alternative solutions, and decide how it should be resolved.

I.A Why Have People Established Governance Systems? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
organized in the United States? (SS1; SS3) 5. How do people attain positions of power and leadership in governance systems? What factors support or limit their power? (SS3) 6. What is the place of law in the American constitutional system? How does/should law protect the rights of individuals? (SS1; SS3) 7. What *values* and principles are basic to American constitutional democracy? Where may they be found? How do/should they impact upon the practices of government? (SS1; SS3) 8. Why do democratic values and principles sometimes come into conflict with one another? How do/should governments and citizens deal with such issues? (SS1; SS3) 9. What implications follow from the world being organized as a system of nation-states? (SS3; SS5)	j. apply values of government found in documents shaping United States constitutional democracy (freedom, justice, equality, concern for the common good, domestic tranquility, etc.) (4.2; SS1) k. analyze issues and make decisions using *jurisprudential thinking*, which entails determining: the facts of the case, the relevance and credibility of factual claims; the meanings of terms/laws relevant to the case; the relevance of democratic values and Constitutional principles; the relationships of those values and principles to one another; different points of view; and the probable consequences of decisions (1.2; 1.6; 1.7; 3.1-3.8; 4.1; 4.2) l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) m. recognize and practice honesty and integrity in academic work (4.4)	• Listen to raps or look at works of art that depict social problems. Create a rap or work of art that provides solutions.

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- What human needs do governance systems address?
- How does the culture of a society impact upon its governance system?
- How does the governance system of a society impact upon its culture?
- In this society, what issues exist with regard to government? How should the issues be resolved?

In all groups and societies people have created governance systems, which serve important social functions, such as keeping peace and order and making rules to prevent conflict and promote the group's or society's values. Governance systems not only tend to reflect the cultural values and beliefs of the societies in which they are found, they also have the power to serve as powerful forces for social change or stability. Such power gives rise to social issues whose resolution may have a profound impact on people's life options.

This strand is an important one for students because they all belong to and participate in a variety of social groups. In addition, they all are certainly part of a culture, this culture. This strand should be used to help students understand and evaluate the role and actions of governance systems in those groups and in this and other cultures. Such understandings are important for understanding the social world and also for analyzing and evaluating one's own roles in it.

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. Why do groups have rules? Why do societies have laws and governments? (SS3; SS6)
2. How do governments affect people's lives? (SS3; SS6)
3. How does a society's rules reflect the diversity and commonalities of the backgrounds of its citizens? (SS6)
4. How should rules and laws be judged? (SS1; SS3; SS6)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2)

c. comprehend and evaluate information from different sources, written, visual, and oral (1.5; 1.7)

d. organize information and ideas into useful forms for analysis and presentation (1.8)

e. apply acquired information and ideas to the school and everyday life (1.10)

f. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

g. identify problems and develop strategies to address them (3.1; 3.2; 3.3)

h. evaluate the extent to which rules resolve the problems for which they were constructed, assessing their costs, benefits, and consequences (3.7; 3.8)

i. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)

j. recognize and practice honesty and integrity in academic work (4.4)

Sample Learning Activities

- Communicate by picture, story, or dramatization what would happen in a family or class without rules or a community without laws and government.
- As a class, research rules and laws that affect businesses in the local community (i.e., franchise rules for fast food restaurants, hours and wage laws, etc.)
- Retell nursery rhymes, a popular story or literature selection about a character who did not adhere to rules. Evaluate the consequences of such behavior for the character and the others in the story. Possible books that may be used for this activity include *Cranberry Thanksgiving* by Wende and Harry Devlin, *The Chocolate Touch* by Patrick Skene Catling, and *J.T.* by Jane Wagner.
- Brainstorm a list of rules and laws found in this community. Then, students make a rules/laws hierarchy, placing the most important rules/laws on top and the least important rules/laws on the bottom, and justify their placement of rules.
- As problems arise in the classroom, make rules to address the problems, and evaluate how well the rules work.
- Read or listen to stories from literature pertaining to peoples from diverse cultures. Compare how group decisions are made in the stories from the various cultures. Possible sources that may be used with this activity include *Sing Down the Moon* by Scott O'Dell, *Twenty and Ten* by Claire H. Bishop, and *The Animal Family* by Randall Jarrell.

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. Why do groups have governance systems that make decisions binding on their members? (1.3; 1.6)
2. Why are politics, law, and government found in all societies? How do governments prevent and resolve conflicts and try to meet personal and social needs? (1.3; 1.6)
3. How have diversity and commonalities in the backgrounds, values, and beliefs of the American people influenced the organization, processes, and decisions of governments in the United States? (1.1; 1.3; 1.6)
4. How do political decisions lead to social and cultural change? How does social and cultural change impact on political decisions? (1.1; 1.2; 1.3; 1.6)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.6)

c. use technological and other resources to locate information (1.4)

d. comprehend and evaluate information from different sources, written, visual, and oral (1.5; 1.7)

e. organize information and ideas into useful forms for analysis and presentation (1.8)

f. apply acquired information and ideas to different contexts (1.10)

g. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

h. identify problems and develop strategies to address them (3.1; 3.2; 3.3)

i. reason inductively from a set of specific facts and deductively from general premises

j. evaluate the extent to which actions of governance systems resolve the problems for which they were constructed, assessing their costs, benefits, and consequences (3.7; 3.8)

Sample Learning Activities

- Find and explain political cartoons that show various ways in which governments affect people's lives.
- After brainstorming a list of government's major social functions, find in the news media examples of the government carrying out those functions.
- Participate in a newspaper and magazine scavenger hunt to find examples of the many varieties of law.
- Investigate one United States Government social program to determine what problems it was designed to address, the services it provides, current controversies with regard to it, and how it may be evaluated.
- Hypothesize how the United States government has treated one or more of the nation's subcultures and verify the accuracy of the hypothesis through historical studies.
- Investigate the immigration policies of the United States in order to find out what types of people are given priority for entrance into the country, to compare rules of today to those of the past, and to determine the relationship between society and the laws it passes.

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) l. recognize and practice honesty and integrity in academic work (4.4)	

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are common characteristics of all governance systems? (SS3; SS6)
2. How do distinctive aspects of cultures influence the development, operations, and decisions of their governance systems? (Distinctive aspects of a culture include such elements as patterns of human relationships, social class structures, and dominant and minority beliefs and values.) (SS6)
3. How do decisions of *governance systems* affect individuals, groups, and society? (SS6)
4. What social problems have governance systems tried to resolve? What have been the results of their efforts? How should those results be judged? (SS2; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. use technological and other resources to locate information (1.4)

d. comprehend and evaluate information from different sources, written, visual, and oral (1.5; 1.7)

e. discover and evaluate patterns and relationships in information, ideas, and structures (1.6)

f. organize information and ideas into useful forms for analysis and presentation (1.8)

g. apply acquired information and ideas to different contexts (1.10)

h. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

i. identify problems and develop strategies to address them (3.1; 3.2; 3.3)

j. evaluate the extent to which actions of governance systems resolve the problems for which they were constructed, assessing their costs, benefits, and consequences (3.7; 3.8)

Sample Learning Activities

- Draft a list of the major functions governments perform that are important for society based on analysis of constitutions, newspaper articles, and other sources. Predict implications for society if governments would cease to carry out those functions. Evaluate the predicted consequences.
- After investigating current and historical examples of how law influences human relationships, communicate in any of a variety of formats whether law should be used as a tool for changing people's behaviors and attitudes.
- Trace the development of laws affecting immigration to find how prevailing values of the times influenced legislation and how such legislation affected demography and culture.
- Compare social class systems prior to and following major political and social revolutions in history. Draw conclusions on whether the class system was a contributing cause of the revolution and whether the revolution modified the social class system in substantial ways.
- In collaboration with other students, design, implement, and report results of a research project focused on the questions, "What social conditions do democracies need in order to flourish? To what extent are those conditions present today in the United States?"

I.B Why Have People Established Governance Systems? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. What major social problems confront societies today? How are they being addressed? How should they be addressed? (SS2; SS7) 6. What social conditions do democracies need in order to flourish? (SS6; SS7)	k. plan and make written, oral, and visual presentations (2.1) l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) m. recognize and practice honesty and integrity in academic work (4.4)	• This activity has four phases: (1) Students write answers to these questions: "In what areas of your life do you have the power to make important decisions?" "In what areas of your life do other individuals or organizations have power or authority over you?" "What are the sources of power or authority that you and others possess?" (2) Groups of five or fewer students compare responses and compile master lists of governance systems that have power over their lives and list the sources for their power. (3) The groups share their lists with the entire class. (4) Students, in groups or individually, analyze the governance systems listed for common characteristics, and use those common characteristics to arrive at a common definition for all governance systems and to categorize different kinds of governance systems. (Note: The term *"bases of power"* in the glossary includes important ideas for this activity.) • As a variation on the preceding activity, identify organizations that exert power over the lives of students, including, but not limited to governments, families, schools, classes in school, athletic teams, marching bands, and places of work. For several of those organizations research and describe their decision-making processes, or compare two of those organizations using some graphic organizer like a *Venn diagram*. Based on the analysis, list characteristics common to the governance systems of all of those organizations.

I.C Why Have People Established Governance Systems? (Historical Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- How and why have governance systems and conceptions of government changed or remained stable?
- How and why have concepts and processes of democracy changed in some ways over time?
- How and why have the rights and responsibilities of citizenship changed in some ways over time?
- How have individuals and groups effected change in governance systems?

When people examine political systems from historical perspectives, they are engaged in thinking about how the systems have changed over time, why, and with what consequences. Such a perspective is important for citizens in a democracy because political systems do change, and the changes they undergo often impact significantly on the lives of the people. The Germany under the Weimar Republic of the 1920's was replaced by the Germany of the Nazis in the 1930's. The republic of the United States of the early 19th century has evolved into a very different system in the 20th century, and that system will certainly undergo change in the future.

Possession of a historical perspective is needed for wisdom in examining current issues. It helps citizens to place events of the day in broader contexts, to compare events and institutions, to comprehend current institutions and issues by learning how they came to be, and to understand that human decisions have consequences, which sometimes turn out to be different from what was intended. If "eternal vigilance is the price of liberty," having a historical perspective increases the probability that vigilance will be exercised responsibly.

I.C Why Have People Established Governance Systems? (Historical Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons.

1. What common symbols, values, and beliefs have helped unify this and other nations? (SS1; SS2; SS3; SS6; SS7)
2. How have individuals and groups struggled to achieve *democratic ideals*? What did they stand for? How successful were they in accomplishing their goals? What character traits did they have which helps explain their success? (SS1; SS2; SS6; SS7)
3. How have changes in communities and in communications, transportation, and other technologies led to changes in government and in the responsibilities of citizens? (SS2; SS3; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research to answer questions and discover patterns (1.2; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. comprehend information from different sources - written, oral, and visual (1.5)

e. evaluate the accuracy of information and the reliability of its sources (1.7)

f. organize information into useful forms for analysis and presentation (1.8)

g. plan and make written, oral, and visual presentations (2.1)

h. exchange information, questions, and ideas (2.3)

i. understand and explain the rights and responsibilities of citizenship (4.2)

j. analyze the duties and responsibilities of individuals in societies (4.3)

k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)

l. recognize and practice integrity in academic work (4.4)

Sample Learning Activities

- Read to primary students about the Pilgrim experience, and have them list and summarize specific changes in the way of life that the Pilgrims experienced. Then, discuss why the Pilgrims were willing to risk their lives to come to America.
- Identify and communicate in any of a variety of ways symbols of the local community, a city, Missouri, the United States, or other nations (such as, a Pony Express rider for St. Joseph, the U.S. capitol for Washington, D.C., the American flag for the United States, or Queen Elizabeth for the United Kingdom).
- After reading or listening to biographies of Americans who were influential in the forming of the United States Government, prepare to introduce them to parents or classmates.
- Trace changes in communications and transportation that took place over the past 100 years, and communicate how those changes presented new problems for governments to address. Then, predict advances in these areas that will likely occur in the future, and devise solutions by law or other means to the problems that these advances may cause.
- Create dioramas or other concrete representations to dramatize key moments in local, state, or national history that pertain to changes in or caused by government. Describe how those changes affected individuals and families.

I.C Why Have People Established Governance Systems? (Historical Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons.

1. What kinds of political systems have people created? How and why have those systems changed over time? Why might they change in the future? (SS1; SS2; SS3; SS7)
2. How did the United States Government come to be formed? (SS2)
3. What do the major principles of government found in the Declaration of Independence and Constitution mean? (SS1)
4. How have democratic principles and ideals evolved and influenced historical events and developments? (SS1; SS2)
5. How have the rights and responsibilities of citizens changed over time in the history of the United States? (SS1; SS2; SS7)
6. How have specific individuals played important roles in effecting change in the processes of government? What were their aims, challenges, and accomplishments? (SS2; SS3; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. comprehend information from different sources - written, oral, and visual (1.5)

e. evaluate the accuracy of information and the reliability of its sources (1.7)

f. organize information into useful forms, such as flowcharts and timelines, for analysis and presentation (1.8)

g. compare institutions and traditions of past and present societies (1.9)

h. plan and make written, oral, and visual presentations (2.1)

i. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

j. examine and evaluate problems and proposed solutions from multiple perspectives (3.6; 3.7)

Sample Learning Activities

- Place major events that led to the creation and expansion of democracy in the United States in correct locations on a timeline.
- Compare the pure democracy of Athens with the representational democracy of the United States using a *Venn diagram, Diamante,* or some other format.
- Create a series of posters portraying key events pertaining to the expansion of rights and freedoms in the United States.
- Compare the rights and responsibilities of two people of similar stations in life, but from two different historical eras.
- Conduct research on a person who played a role in the formation and development of government. Then, prepare a persuasive presentation on that person's contributions, create a play focusing on his or her accomplishments, or prepare a resume for that person.
- Examine the legal status of different racial and ethnic groups in the United States at different points in U.S. history. How do their relative positions compare? How have their positions changed? What issues remain?

I.C Why Have People Established Governance Systems? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	k. understand and explain the rights and responsibilities of citizenship (4.2) l. analyze the duties and responsibilities of individuals in societies (4.3) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) n. recognize and practice integrity in academic work (4.4)	

I.C Why Have People Established Governance Systems? (Historical Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units and lessons.

1. How have political philosophies and ideologies emerged and influenced historical developments in different political systems? (SS2; SS3)
2. How and why have *limited* and *unlimited governments* changed over time? (SS2; SS3)
3. What major purposes of government may be inferred from such documents as the Declaration of Independence, the United States Constitution, and other political writings? (SS1)
4. How have *democratic ideals* and their observance changed over time and influenced events in the history of the United States and other nations? (SS1; SS2; SS7)
5. How have the qualifications, rights, and responsibilities of citizens and non-citizens of different ethnic and gender groups changed over time in the United States and other places?

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. comprehend information from different sources — written, oral, and visual (1.5)

e. evaluate the accuracy of information and the reliability of its sources (1.7)

f. organize information into useful forms, such as flowcharts and timelines, for analysis and presentation (1.8)

g. compare institutions and traditions of past and present societies (1.9)

h. apply acquired information and ideas to different time and place contexts (1.10)

i. plan and make written, oral, and visual presentations (2.1)

j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

Sample Learning Activities

- Translate for younger students primary documents from formal English into less formal English or other forms they could understand.
- Design organization or flow charts to show various systems of governance used throughout the world's history. Identify advantages and disadvantages of each system from the perspectives of people living in those systems.
- Analyze the contrasting views of philosophers such as Thomas Hobbes (*Leviathan*) and John Locke (*Two Treatises on Government*); predict how political systems vary when based on the different philosophies; and relate contemporary governments to each philosophy.
- Based on research into historical leaders, assume the role of one such leader and convey to an audience the leader's beliefs about the role of government in society. Optional extension: Have students dramatize hypothetical interviews with one or more leaders using a format like that on "Meet the Press."
- Trace the presence and influence of *democratic values* during different eras of United States history, showing how those values related to matters of public policy.
- Study and critique William McNeill's thesis in *Pursuit of Power* that warfare promoted the development of centralized governments and nation-states.

I.C Why Have People Established Governance Systems? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
How has law been used as a mechanism for elevating or restricting minority rights? (SS1; SS2; SS7) 6. How have changes in technology affected political processes and given rise to political issues? How may some of those issues be analyzed, evaluated, and used to inform decision-making and action-taking on public issues of today? (SS2; SS7) 7. What role(s) have individuals, groups, and organizations played in forming and changing governments and political systems? What were their aims, challenges, and accomplishments? (SS1; SS2; SS3) 8. Why have there been variations over time with regard to how much people rely on governance systems to make binding decisions affecting their lives? (SS2; SS7)	k. examine and evaluate problems and proposed solutions from multiple perspectives (3.6; 3.7) l. understand and explain the rights and responsibilities of citizenship (4.2) m. analyze the duties and responsibilities of individuals in societies (4.3) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) o. recognize and practice integrity in academic work (4.4)	• After investigating "original intent" and "broad construction" interpretations of the United States Constitution, debate the topic, "Resolved: That the United States Constitution should be interpreted broadly to be useful in our world today." • Plan and carry out a research project to test this hypothesis: People in our community rely more upon governance systems today to make decisions that control their behavior than they did twenty years ago.

I.D Why Have People Established Governance Systems? (Economic Perspective)

K-12 Content Overview

This strand raises important questions for citizens/social studies students to be able to address:

- How do political systems serve some economic functions?
- How do economic choices confront governments?
- What economic goals do political systems promote?
- How do political decisions affect economies, advancing some economic goals at the expense of others?
- How do economic systems and conditions impact upon political systems?

The economic perspective explores how people satisfy their wants under the ever-present condition of *scarcity*. People's understanding of governance systems is limited if they fail to view those systems from an economic perspective. For one thing, governments operate as economic institutions in the sense that they produce services that satisfy some human wants. Hence, governments need resources for production — human, natural, and capital — and the methods by which they obtain them can have a profound effect upon people's lives. Those methods, we learn from history, have ranged from user fees, taxes, and borrowing money to property appropriations and slave labor. In addition, because governments have the power to make authoritative decisions within their jurisdictions, government decisions (or non-decisions) determine what the economic system will be (i.e., whether it will be predominantly traditional, command, or market). Moreover, government decisions, whether intended or not, often promote one or more economic goals (such as, economic freedom, economic efficiency, economic equity, economic security, full employment, price stability, economic growth, etc.) often at the expense of one or more others.

Because of such relationships between governance systems and economics and because in representative democracies citizens have the power to have an impact upon public policy decisions, informed, responsible citizenship requires that citizens be able to analyze their governance system from an economic perspective.

I.D Why Have People Established Governance Systems? (Economic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What services do local governments, school districts, and other *political entities* produce? How do those services satisfy human *wants*? (SS3; SS4; SS7)
2. What resources do political entities need to produce services? How do they obtain and pay for those resources? (SS4; SS7)
3. What are examples of government decisions that have economic implications in communities? (SS3; SS4; SS7)
4. What *economic issues* confront political entities in communities? How should people decide about such matters? (SS1; SS3; SS4; SS7)
5. Why do national governments produce *money*? What purposes does money serve? (SS1; SS3; SS4)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate research (1.1)

b. conduct research to answer questions (1.2)

c. design and conduct field investigations (1.3)

d. comprehend various sources of information (1.5)

e. discover and describe patterns and relationships in information and ideas (1.6)

f. evaluate the accuracy of information and the reliability of its sources (1.7)

g. organize data, information, and ideas into useful form for analysis and presentation (1.8)

h. apply acquired information to everyday life (1.10)

i. plan and make written, oral, and visual presentations (2.1)

j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

k. explain reasoning and identify information used to support decisions (4.1)

l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7)

m. recognize and practice integrity in academic work (4.4)

Sample Learning Activities

- Set up a dramatization about a person who tries to buy a 25 cent item with a quarter, only to find he also needs to pay a sales tax. Discuss what "plus tax" means and investigate what governments do with taxes they collect.
- Have students build a model community with milk cartons or construct a map and label certain buildings as public-service places (city hall, schools, streets, police department, fire department, highway department, etc.) Have the students explain the purposes of those places.
- Describe what life would be like in a community and state with no government-produced goods and services.
- Create a community handbook or brochure that advertises the community and its public services.
- Present students with a story illustrating how money facilitates trade. For example, a girl in a barter economy needs a pen; yet the only person who has one to trade wants nothing she has to offer.
- Interview various government officials to find out what they do and find out about economic decisions facing the local community. What are the choices before the community, the alternatives, and the arguments pro and con for each alternative? Propose what should be done.
- Make a pie chart to show where tax money goes.
- Participate in a simulated economy like "Mini Society," where students take roles of government officials, business people, and consumers and analyze consequences of their decisions. ("Mini Society" is available from Missouri's Centers for Economic Education. See Missouri Council on Economic Education under "Resources in Missouri." in this framework.)

I.D Why Have People Established Governance Systems? (Economic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How does the economic problem of *scarcity* affect people and governments? (SS4)
2. How do *traditional, market, command, and mixed economic systems* answer basic economic questions: What shall be produced? How? For whom? (SS4; SS7)
3. How are *public goods* different from *private goods*? Why do *political entities* produce public goods? (SS3; SS4)
4. What services are produced by governments at local, state, or national levels? Are all of those services public goods? (SS4; SS6; SS7)
5. How do *political entities* use taxes, user fees, and government bonds to obtain the resources they need to produce services? (SS3; SS4; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. design and conduct field investigations (1.3)

d. comprehend various sources of information (1.5)

e. discover and evaluate patterns and relationships in information and ideas (1.6)

f. evaluate the accuracy of information and the reliability of its sources (1.7)

g. organize data, information, and ideas into useful form for analysis and presentation (1.8)

h. apply acquired information to everyday life (1.10)

i. plan and make written, oral, and visual presentations (2.1)

j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

k. identify a problem and define its scope and elements; develop and apply strategies to prevent or resolve the problem; examine the problem and proposed solutions from multiple perspectives; assess costs and benefits of the proposed solutions; evaluate the extent to which different

Sample Learning Activities

- Prepare a poster illustrating major services produced by *political entities* at local, state, and national levels, their benefits and costs.
- Compare the relationship between business and government in the United States with that in another nation.
- Compare market and command economic systems and predict how operating a business would be different in each system.
- Locate examples in the media about issues pertaining to whether certain services, such as education and television programming, are better produced by private businesses or government entities. Research the issue with regard to one service area and debate the issue.
- Identify an economic issue in the community or nation and use problem-solving strategies to analyze it, propose solutions, and make a decision on the "best solution." The issue may relate to taxes or regulations.
- Create a chart communicating how economic decisions made by government at the local, state, or national level affect different groups and regions.
- Research local, state, and federal regulations that affect the operation of a business.

I.D Why Have People Established Governance Systems? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
6. Why and how do governments impose regulations on businesses? (SS4; SS6) 7. How do decisions of governments affect the economic options of households, businesses, and local communities and give rise to economic issues? How should such issues be resolved? (SS3; SS4; SS6; SS7)	strategies address the problem; and evaluate the processes used in addressing the problem (3.1-3.4; 3.6-3.8) l. explain reasoning and identify information used to support decisions, considering what is to be decided, alternatives, likely consequences of alternatives, and criteria for judgment (4.1) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) n. recognize and practice integrity in academic work (4.4)	

I.D Why Have People Established Governance Systems? (Economic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do *traditional, market, command, and mixed economic systems* answer basic economic questions: What shall be produced? How? For whom? How are those questions answered in the United States and other nations? (SS1; SS3; SS4; SS6; SS7)
2. In the U.S. economy, what goods and services are produced by private businesses, which by government entities, and which by both? Why do governments produce services? What issues exist in this area? How should some of them be resolved? (SS3; SS4; SS6; SS7)
3. How do different kinds of taxes vary in their *progressivity*? How do they impact upon households, businesses, and the economy? How should various tax proposals be evaluated? (SS4; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. design and conduct field investigations (1.3)

d. comprehend various sources of information (1.5)

e. discover and evaluate patterns and relationships in information and ideas (1.6)

f. evaluate the accuracy of information and the reliability of its sources (1.7)

g. organize data, information, and ideas into useful form for analysis and presentation (1.8)

h. apply acquired information to everyday life (1.10)

i. plan and make written, oral, and visual presentations (2.1)

j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

k. identify a problem and define its scope and elements; develop and apply strategies to prevent or resolve the problem; examine the problem and proposed solutions from multiple perspectives; assess costs and benefits of the proposed solu-

Sample Learning Activities

- Identify examples of the four economic systems (traditional, market, command, and mixed) and show how they operate by poster, dramatization, or some other means.
- Investigate how local governments serve economic functions (produce services, employ people, enforce regulations and contracts, etc.). Assess the need for those functions and determine if government programs are needed to carry out those functions.
- Compare relationships between the government and the economy in command and market economies.
- Survey the countries where conflict and instability are currently in the news and assess to what degree economic factors are among the causes. Present findings in any of a variety of ways.
- Analyze an economic issue currently being debated, identifying factors giving rise to the issue, alternative policies proposed, arguments pro and con on the alternatives, and likely effects on the citizenry if one alternative rather than another is chosen. Communicate ideas, perhaps in panel discussion format or perhaps as a documentary.
- Research local, state, and federal requirements for an individual to start and/or run a business. Assess benefits and costs of those requirements.

I.D Why Have People Established Governance Systems? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
4. How are major decisions made by private corporations? How are decisions made regarding wages, hours, and working conditions in companies that have unions? How are decisions made by multinational corporations? (SS3; SS6; SS7) 5. Why and how do governments impose regulations on businesses? How should various regulations be evaluated? (SS1; SS3; SS6; SS7) 6. Why do governments involve themselves with economic issues and find themselves faced with the need to make economic decisions? What *economic goals* do they try to accomplish? (SS3; SS4; SS6; SS7) 7. How do *fiscal policies* and *monetary policies* at the national level impact upon households and businesses and upon the realization of a society's competing economic goals? (SS4; SS6; SS7) 8. How do economic conditions (level of employment, price stability, distribution of income, etc.) impact upon politics and political systems? (SS3; SS4; SS6; SS7)	tions; evaluate the extent to which different strategies address the problem; and evaluate the processes used in addressing the problem (3.1-3.4; 3.6-3.8) l. explain reasoning and identify information used to support decisions, considering what is to be decided, alternatives, likely consequences of alternatives, and criteria for judgment (4.1) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.7) n. recognize and practice integrity in academic work (4.4)	• Research and report on the varied ripple effects of public policies. Such research may pertain to tax law and regulations, matching-grant programs, environmental and safety regulations, Federal Reserve Bank decisions, etc. • Interview management in a local company that is part of a multinational corporation to clarify how major decisions are made in that company and to compare how similar decisions are made in companies that are not multinational. Show findings by poster, explain the poster to other students, and answer questions of those students. • Interview management of a local company that has a union and interview local union leadership to determine what decisions in the company involve unions in the process and what role unions play in those decisions. Show findings to other students through dramatizations and answer questions of those students on how the research was carried out. • Communicate by poster what is the governance system of a present-day corporation.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to be able to address:

- How do geographic factors affect the formation and development of governments and other political entities?
- What impact do geographic factors have upon people's lives, public policy issues, and political decision making?
- How do political decisions affect patterns of human movement and settlement and uses of natural resources and the environment?
- Why are geo-political relationships in a state of constant flux?

This strand is an important one for citizens to understand because all governance systems have geographic aspects and make decisions affecting a region's physical and cultural geography. For one thing, governments are institutions that have jurisdiction over territories that are contained within geographic boundaries. In addition, because boundaries are sometimes causes for dispute, one of the functions of governments is to establish and implement procedures for settling such disputes. Moreover, decisions of government often have geographic ramifications, affecting such matters as these: locations of specific properties and types of properties (property law, zoning law, etc.); physical and human characteristics of places (zoning law, immigration law, etc.); human uses of the environment (environmental regulations, hunting laws, government construction projects, government resort to war, etc.); movement patterns for people, things, and ideas (laws affecting transportation and communication infrastructures); and human perceptions of other regions and their peoples (laws affecting travel, curriculum in public schools, etc.). Finally, just as government has an impact on matters of geography, geographic factors have an impact on government, as in cases where politicians take positions representing the regions from which they come or from which they want to receive support.

Evidence for the relationship between governance systems and factors of geography is easy to find — any time a person picks up the daily newspaper.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are political boundaries? Why are they important? How do *geographic factors* influence their locations? (SS3; SS 5; SS6)
2. How is the world divided into nations, nations into states, and states into counties, in which cities may be found? (SS3; SS5; SS7)
3. Where are local, state, and national laws made? Where may government offices and public properties be found in the community? (SS3; SS5; SS7)
4. How do government decisions pertain to and affect the geography of a community or region? (SS3; SS5; SS6; SS7)
5. How and why do people sometimes compete for control of the Earth's surface? How is such competition resolved in specific cases? (SS2; SS3; SS5; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. use technological tools and other resources to locate and select information (1.4)

d. comprehend a variety of resources — written, visual, and oral (1.5)

e. discover patterns in geographic information and data (1.6)

f. evaluate the accuracy of information (1.7)

g. organize data, information, and ideas into useful forms (charts, graphs, outlines, maps, etc.) for analysis and presentation (1.8)

h. apply acquired information to different contexts (school, community, etc.) (1.10)

i. plan and make written, oral, and visual presentations for a variety of audiences (2.1)

j. identify problems and define their scope and elements (3.1)

k. develop and apply strategies to resolve or prevent problems (3.2; 3.3)

Sample Learning Activities

- Locate state capitals and discuss why they are located where they are.
- Construct a display with a geographic theme, maps, graphs, tables, and written material that interprets a political decision, such as where to build a park, highway, or airport.
- Examine a map showing physical features of a park or of the region in which the local community is located. Identify which features have helped shape the community's boundaries.
- Gather news clippings that describe the social and political effects of environmental changes resulting from natural disasters (floods, storms, droughts, etc.). Make a list of how governments and communities address the problems caused by those disasters and evaluate the effectiveness of those solutions.
- Prepare a class atlas of student-made maps showing the school or neighborhood as well as different levels of political units: city, county, state, nation, etc.
- Interview government officials from the community to find out about geography-related laws. Describe their purposes and effects.
- Plan and take a field trip into the neighborhood to make a map of it and propose how it might be improved.
- Map your local community and mark where different types of businesses are and why they are there.
- Research why Native Americans and settlers came into conflict on the American frontier.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	l. evaluate the extent to which a strategy addresses the problem (3.7) m. explain reasoning and identify information used to support decisions (4.1) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. recognize and practice integrity in academic work (4.4)	

I.E Why Have People Established Governance Systems? (Geographic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do *nation-state* governments relate to state or provincial governments within their borders in *confederal systems*, *federal systems*, and *unitary systems*? (SS1; SS2; SS3; SS5; SS7)
2. Where are the locations of significant places we are studying? (SS2; SS7)
3. How do conditions in physical and social geography confront governance systems with issues? How do those conditions affect decision making within and among nations? (SS2; SS3; SS4; SS5; SS6; SS7)
4. How do government decisions impact upon the physical and social geography of a region or nation? How should they be evaluated? (SS2; SS3; SS5; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. use technological tools and other resources to locate and select information (1.4)

d. comprehend a variety of resources — written, visual, and oral (1.5)

e. discover and evaluate patterns in geographic information and data (1.6)

f. evaluate the accuracy of information and the reliability of its sources (1.7)

g. organize data, information, and ideas into useful forms (charts, graphs, outlines, maps, etc.) for analysis and presentation (1.8)

h. apply acquired information to different contexts (school, community, etc.) (1.10)

i. plan and make written, oral, and visual presentations for a variety of audiences (2.1)

j. review and revise communications to improve accuracy and clarity (2.2)

k. identify problems and define their scope and elements (3.1)

Sample Learning Activities

- Investigate how Missouri's boundaries were established and communicate findings.
- Show by flow chart or other means how national governments relate to state governments in confederal, federal, and unitary systems of government. Examples from U.S. history include the Articles of Confederation and Confederate States of America (confederal systems), the U.S. Government and the states under the U.S. Constitution (federal system), and Missouri and its counties under the current Missouri constitution (unitary system).
- Construct a class atlas that includes student-created maps which show locations of various political units studied and communicate their current and historical importance.
- Plot school district boundaries on a map of the local region, trace how those boundaries have changed over time, and determine the causes and effects of the changes. Predict and evaluate likely future changes.
- Formulate hypotheses on why the state capitals, universities, prisons, etc., are located where they are. Research those locations to check the hypotheses.
- Create maps of the United States that inform readers of current or historical political issues that relate to geography.
- Show artistically how government decisions have an impact upon the geography of a region.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. How and why do people sometimes compete for land and resources? How is such competition resolved in specific cases and with what consequences? (SS2; SS3; SS5; SS6; SS7) 6. In a world of *nation-states*, what is the social, political, and economic impact of organizations that transcend national boundaries (multinational corporations, political-economic alliances, and religions)? (SS2; SS3; SS4; SS5; SS6; SS7)	l. develop and apply strategies to resolve or prevent problems (3.2; 3.3) m. evaluate the extent to which a strategy addresses the problem (3.7) n. explain reasoning and identify information used to support decisions (4.1) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) p. recognize and practice integrity in academic work (4.4)	• Based on historical or current events studies, construct maps that locate violent conflicts among nationality, ethnic, or religious groups over national boundaries or over who should control certain territory within a nation. • List and specific spatial divisions within which students live (such as, national, state, county, and city boundaries; postal ZIP code areas; telephone areas; school district boundaries; fire protection district boundaries; cable TV boundaries). Show such boundaries on maps. Then, in teams, investigate the purposes of each of those spatial divisions and present findings in poster displays. • Identify and analyze the geographic locations of major businesses and industries in the state, nation, or world. Describe how political entities affect the selection of the business/industry locations.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do *nation-state* governments relate to state or provincial governments within their borders in *confederal systems*, *federal systems*, and *unitary systems*? What are the advantages and disadvantages of these *political systems*? (SS1; SS2; SS3; SS5; SS7)
2. Where are the locations of significant places we are studying? (SS2; SS7)
3. How have ecological, demographic, climatological, and social-cultural phenomena given rise to issues confronting political systems? (SS2; SS3; SS4; SS5; SS6; SS7)
4. How have physical and cultural regions of the United States influenced government decisions? (SS2; SS3; SS4; SS5; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. design and conduct research, including field investigations, to answer questions and evaluate information and ideas (1.2; 1.3)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. comprehend a variety of resources — written, visual, and oral (1.5)

e. discover and evaluate patterns in geographic information and data (1.6)

f. evaluate the accuracy of information and the reliability of its sources (1.7)

g. organize data, information, and ideas into useful forms (charts, graphs, outlines, maps, etc.) for analysis and presentation (1.8)

h. apply acquired information to different contexts (school, community, etc.) (1.10)

i. plan and make written, oral, and visual presentations for a variety of audiences (2.1)

j. review and revise communications to improve accuracy and clarity (2.2)

Sample Learning Activities

- Examine the most recent changes in local boundaries (city, school district, etc.), determine what factors influenced those changes, develop a series of maps depicting the changes, and use census data to predict possible changes in the future.
- Divide the United States into regions. Identify and describe major political issues in each region during different historical eras.
- Analyze the influence of different regions upon the Constitutional Convention and upon the final document.
- Assuming roles of national leaders of several different nations, discuss, debate, and try to solve an international ecological problem.
- Analyze the geographic and political factors which complicate the acid rain controversy between the United States and Canada. By utilizing satellite images and biological data, determine whether current solutions are addressing this environmental problem.
- Design a *field study* pertaining to recent changes in the downtown area of the local community and urban planning issues related to those changes. Focusing on one of the issues, use problem-solving strategies to define it and evaluate alternative ways of addressing it. Communicate proposals to other students and to local government planning departments or officials.

I.E Why Have People Established Governance Systems? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. How do governance system decisions affect a region's geography? (SS2; SS3; SS5; SS7) 6. How has competition for control of land and resources caused boundary disputes and internal disputes among cultural groups? How do those disputes vary in their capacity for ready solution? (SS2; SS3; SS5; SS6; SS7) 7. How have geographic factors influenced the creation of international organizations (multinational corporations, political-economic alliances, and religions)? How have those organizations impacted upon the environment, human living conditions, and politics? (SS2; SS3; SS4; SS5; SS6; SS7)	k. identify problems and define their scope and elements (3.1) l. develop and apply strategies to resolve or prevent problems (3.2; 3.3) m. evaluate the extent to which a strategy addresses the problem (3.7) n. explain reasoning and identify information used to support decisions (4.1) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) p. recognize and practice integrity in academic work (4.4)	• Based on research, plan a hypothetical field trip to enhance a study of a particular event or issue. • Create maps of the United States that inform readers about current or historical political issues that relate to geography. Prepare booklets to accompany those maps that describe the issues, their underlying causes, the conflicting viewpoints, reasons why simple solutions may be illusive, and suggestions for solutions. • Conduct research to determine the geographic and political factors that impact upon the location of a business locally, nationally, or internationally, and present findings. • Based upon research, show the impact of governance system decisions upon a geographic region in some creative way and answer questions about how the research was carried out. • Conduct a scavenger hunt through such magazines as *National Geographic*, *Natural History*, *Missouri Resources* (available free to Missouri residents from the Missouri Department of Natural Resources), and *Missouri Conservationist* (available free to Missouri residents from the Missouri Department of Conservation) to find visual images of the consequences of governance system decisions that have had a positive or negative impact upon the environment. Report findings in some creative way. • Search in the media or history books for examples of issues where people living in a region differ in their vision of what their region should be. (For example, cowboys, Plains Indians, and "sodbusters" living in the Great Plains had conflicting visions of the land and how it should be used.) Communicate findings by poster.

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do groups to which people belong relate to and interact with governments? How do governments affect those groups?
- How do a society's distinctive characteristics — values and beliefs in its *political culture*, the nature and extent of its cultural diversity, etc. — affect its system of governance? Do those characteristics serve to advance or hinder democratic patterns and practices?
- What issues pertaining to relationships between groups and governments have confronted and continue to confront the people of this and other nations? How might/should they be resolved?

From infancy throughout life, individuals participate in many groups, which, while affected by law, are not part of the government. Those groups, which include families, school classes, clubs, religious groups, service organizations, and businesses, constitute *civil society*. Because those groups meet important human needs, they are manifested in different cultures and persist over time.

The focus of this strand is on how civil society and government relate to and affect one another. For example, how do the institution of family or church and the institution of government affect one another, and how do a society's distinctive characteristics and its political system influence one another? Study of history and current events reveals that there are many variations in such relationships between civil society and government, some of which are compatible with the democratic ideals, others of which are not. Because citizens in our political system have the right to influence the government and government decisions affect private groups and society at large, responsible citizenship requires that individuals inform themselves about how civil society and government relate to each other, evaluate those relationships in light of democratic values, and make their own reasoned decisions with regard to specific manifestations of such issues.

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. What forms of human diversity are found in the community, state, and nation? Why is there so much diversity in the United States? (SS2; SS6; SS7) 2. How may diversity be beneficial in groups, communities, and nations? (SS6) 3. How does diversity sometimes lead to problems, such as discrimination, misunderstandings, and conflict? (SS2; SS6; SS7) 4. How does sharing some values, like respect for the rights of others and concern for the common good, help to prevent conflicts in places where there is much diversity? (SS1; SS3; SS6; SS7) 5. What are some good ways for preventing and managing conflicts resulting from diversity? (SS1; SS6)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions to initiate research (1.1) b. conduct research, including *field inquiries* in the local community, to answer questions and discover patterns and relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (such as, stories, videotapes, books, computer software, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize information in ways that are useful for analysis and presentation (1.8) g. apply information, ideas, and skills to school, community, and everyday life. (1.10) h. plan and make presentations (2.1) i. exchange ideas in class discussions (2.3) j. identify and describe problems (3.1) k. develop, apply, and evaluate strategies used for solving problems (3.2, 3.3, 3.4) l. understand and apply the rights and responsibilities of citizenship (4.2)	• Using themselves and parents as resources, have students investigate the multi-cultural diversity within their class. Encourage students to ask and seek answers to questions about culture and customs like food, clothing, and celebrations. • Collect and make a collage of photographs that demonstrates diversity in the local community. • After working in a group to do a challenging task, such as produce a play, identify the variety of individual talents in the group that, when combined, enabled the group to be successful. Then, contribute ideas in a discussion about how the classroom community is enriched by the diversity of its students. • Use some simplified form of parliamentary procedure to discuss and make a decision with regard to an issue in the classroom. Then, explain how the discussion was helped by having such shared values and ground rules as these: respect for others, willingness to follow rules and take turns, commitment to listen to the ideas of others, and the practice of courtesy.

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	m. analyze the duties and responsibilities of individuals in communities (4.3) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. recognize and practice honesty and integrity in academic work (4.4)	

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are some *distinctive characteristics of Americans and their society*? How may those characteristics be compared to those found in another society? (SS6; SS7)
2. How do characteristics of a society and its people affect the society's government and politics? (SS2; SS3; SS6; SS7)
3. How may diversity benefit a society and also serve as a source for conflict? (SS2; SS6; SS7)
4. How might conflicts caused by diversity be resolved peacefully? (SS1; SS3; SS6; SS7)
5. What ideals help define American identity? In what documents may those ideals be found? (SS1; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and refine research (1.1)

b. conduct research, including *field inquiries* in the community, to answer questions, discover patterns, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (such as, documents, newspapers, videotapes, books, and direct observations. (1.5)

e. evaluate the accuracy of information and the reliability of sources (1.7)

f. organize information into useful forms for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts (1.10)

h. plan and make presentations for a variety of purposes and audiences (2.1)

i. exchange information and ideas while recognizing the perspectives of others (2.3)

Sample Learning Activities

- Given a specific problem in a neighborhood, plan and carry out strategies to bring the problem to the attention of the city council or appropriate government agency.
- Write letters to interest groups to find out their points of view on a specific issue. Then, use the research to compare the various points of view on the issue and present findings.
- Identify and explain the advantages of having multiple points of view on an issue.
- Construct a collage illustrating diverse groups and their contributions to the United States.
- Using a variety of sources, investigate and report on issues pertaining to how various groups have been assimilated into the American culture or rejected during different historical eras. Identify causes and consequences of the various developments found in the investigation.
- Evaluate how well newscasts inform the public on important social issues by measuring the ratio of "hard news" to "happy talk."
- Design and carry out a field study to address the question, "What laws do members of my community find most important?" In carrying out the study, interview a variety of adults including parents, lawyers, judges, police officers, members of the clergy, farmers, factory workers, small business owners, and others. In a presentation to an audience of classmates, parents, or others from the community, explain how the study was carried out and what was learned from it.

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
6. How and why are there disparities between American ideals and realities? How have individuals and groups tried to address them? (SS1; SS2; SS6; SS7) 7. How do political decisions affect relationships among individuals and groups? (SS3; SS6; SS7) 8. How do political parties and interest groups facilitate citizen participation in political processes? (SS3; SS6; SS7) 9. How do individuals, groups, communications media, and governments interact with one another in this and other political systems? (SS6; SS7)	j. identify problems and define their scope and elements (3.1) k. develop, apply, and evaluate strategies used for solving problems (3.2; 3.3; 3.4) l. examine problems and proposed solutions from multiple perspectives (3.6) m. understand and apply the rights and responsibilities of citizenship (4.2) n. analyze the duties and responsibilities of individuals in communities (4.3) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) p. recognize and practice honesty and integrity in academic work	

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do a society's distinctive characteristics affect its *political culture*, its political processes, and the issues confronting its people? (SS3; SS6; SS7)
2. How do relationships vary between *civil societies* and governments in different nations? (SS3; SS6; SS7)
3. What major social policy issues confront this and other societies and impact upon politics? What factors complicate simple resolution of those issues? How might the issues be resolved? (SS2; SS6; SS7)
4. How do laws and government policies affect civil society, individuals, and groups? (SS3; SS6; SS7)
5. How do diverse groups, special interests, and organizations take

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and refine research (1.1)

b. conduct research, including *field inquiries*, to answer questions and evaluate information and ideas (1.2)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (such as, documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) (1.5)

e. discover and evaluate patterns and relationships in information, ideas, and social arrangements (1.6)

f. evaluate the accuracy of information and the reliability of sources (1.7)

g. organize information into useful forms for analysis and presentation (1.8)

h. apply acquired information, ideas, and skills to different contexts (1.10)

i. plan and make presentations for a variety of purposes and audiences (2.1)

Sample Learning Activities

- Compare relationships between institutions of *civil societies* and governments (between church and state, family and state, etc.) under democratic and totalitarian political systems. Then, write a story that contrasts life under each system.
- Act out a scene from a book such as *1984* or *Animal Farm*, and discuss how the scene exemplifies living conditions under a totalitarian system.
- Identify major changes that have occurred in the United States since the Constitution was ratified. Select one change to research and identify how it has affected the role of government. Create a news commentary reflecting how social conditions would be different today if the United States Government had responded differently to the change.
- Based on study of one bill under consideration by Missouri's legislature or the United States Congress, make informed predictions on short- and long-term social ramifications of the bill for people's patterns of behavior, society's institutions, and the options of people who belong to various groups.
- As a follow-up to the preceding activity, take an informed stand on the bill, and develop and carry out a plan to advocate for that position. Assess what was learned from the activity.

II.A How Do Individuals Relate To and Interact with Groups? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
conflicting positions and use a variety of strategies in political processes? (SS3; SS6; SS7) 6. Why and are there discrepancies between the ideals and realities in American political and social life? Why have people taken conflicting positions with regard to those disparities? Why may simple solutions be illusive? (SS1; SS3; SS6; SS7) 7. Why do some groups in a society press for change, whereas other groups resist change? (SS3; SS6; SS7)	j. exchange information and ideas while recognizing the perspectives of others (2.3) k. identify problems and define their scope and elements (3.1) l. develop, apply, and evaluate strategies used for solving problems (3.2, 3.3, 3.4) m. examine problems and proposed solutions from multiple perspectives (3.6) n. understand and apply the rights and responsibilities of citizenship (4.2) o. analyze the duties and responsibilities of individuals in communities (4.3) p. analyze issues and make decisions using *jurisprudential thinking* (Such thinking entails: determining the facts of the case; the relevance and credibility of factual claims; the meanings of terms and laws relevant to the case; the relevance of democratic values and constitutional principles; the relationships of those values and principles to one another; different points of view; and the probable consequences of decisions) (4.1 in combination with many of the skills/standards listed above) q. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) r. recognize and practice honesty and integrity in academic work	• Stage a debate organized around Madison's argument in *Federalist No. 10* that the greatest protection against an oppressive "tyranny of the majority" comes in a large republic that has numerous factions that are competing for power. As an optional extension, debate one of these propositions: (a) At present in the United States pluralism is undermining democratic consensus and is creating a "tyranny of the minority." (b) At present in the United States well organized, well funded factions are undermining democratic consensus and are creating a "tyranny of the minority."

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do people's needs, interests, roles, and responsibilities change as they get older?
- How do social institutions, if functioning effectively, meet human needs in cultures?
- How do individuals learn to do things in the cultural contexts in which they live?
- How do cultures and social groups influence people's thoughts, beliefs, and behavior?
- What are functions of leadership in groups? How do leaders influence other people?
- How does membership in several groups pose both opportunities and dilemmas for individuals?
- How and why do societies vary in their social structures?

From infancy throughout life, people the world over in this and other eras have belonged to and participated in many groups in the domains of family, religion, economics, education, politics, and other social organizations. They do so because groups can meet important human needs. Groups vary considerably. Some are informal and transitory without established rules (e.g., two people meet and converse on one leg of a short airplane flight). Others are institutions having established practices that are over a thousand years old (e.g., the Roman Catholic church). Another variation in groups is that in some groups membership is voluntary (e.g., school clubs, churches, and political parties or interest groups), whereas in other groups membership is "assigned" according to culturally-determined definitions (e.g., membership in a family, in a racial group, in a caste, in a gender group, in nobility, and/or in serfdom).

Groups and institutions exert an enormous influence over people's lives. Hence, it is important that students understand how they are formed, how they work, how they exert control and influence on people, how people exert control and influence on them, and how they may be judged. Because it is through groups that individuals may choose to strive for self-fulfillment, as well as for the betterment of their society, understanding of groups and skill in participating in them is essential in the citizenship education of Missouri students.

II.B How Do Individuals Relate To and Interact with Groups? (Social-Cultural Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do people learn to do things? How can we improve our strategies for learning new things? (SS6; SS7)
2. How do people's needs and responsibilities change as they get older? (SS6; SS7)
3. How do groups and organizations, when functioning properly, meet people's needs? (SS6)
4. How do families, groups, and communities influence a person's daily life, view of self, and personal choices? (SS6; SS7)
5. How are families, schools, and communities similar to and different from one another in this and other cultures? (SS6; SS7)
6. What do leaders do in different

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research to answer questions and discover patterns and relationships (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (such as, stories, videotapes, reference books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources (1.5; 1.7)

e. apply information, ideas, and skills to home, community, and everyday life (1.10)

f. organize information in ways that are useful for analysis and presentation (1.8)

g. plan and make presentations (2.1)

h. exchange ideas in class discussions (2.3)

i. analyze the responsibilities of individuals in groups (4.3)

j. recognize and practice honesty and integrity in academic work (4.4)

k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

l. identify and apply practices that preserve and enhance the safety and health of self and others (4.7)

Sample Learning Activities

- Brainstorm a list of all the things you have learned to do. Interview family members, if possible, to find out when, where, and how you learned them and show on a timeline.
- Have primary students make "Family Books" that tell how their families meet their needs and how they help to meet the needs of their families.
- Have students take a holiday like Christmas or Hannukah or such events as birthdays or weddings and compare customs worldwide as to how these holidays or events are celebrated.
- Plan an investigation of how the needs, interests, skills, and responsibilities of people change as they get older. Carry out the investigation and present findings through poster or other creative means.
- Find, read, and/or listen to stories about children from another culture, such as Diané Hoyt Goldsmith, *Totem Pole*; Anna Egan Smucker, *No Star Nights*; Maria Cristing Brusca, *On the Pampas*; Allen Say, *How My Parents Learned to Eat*, Taro Yashima, *Crow Boy*, Elizabeth George Speare, *The Sign of the Beaver*, and Mildred Taylor, *The Friendship*. List how their lives are different from ours and discuss how your life would change if you moved to that culture.
- As a project, make "Family Books," based on research into families of other places. Some of the research may be carried out using the internet.
- Start a classroom group. Determine a group mission, goals, and program, and describe what makes a good group member.

II.B How Do Individuals Relate To and Interact with Groups? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
groups? How do people become leaders? What is a good leader? (SS6; SS7) 7. What are an individual's responsibilities in different groups? (SS6; SS7) 8. Why do life's opportunities vary for different people? (SS4; SS6; SS7)		• Make a target-like figure with home in the bull's eye position, extending to neighborhood, city, county, state, nation, and world. Next, have students write in the names of specific groups to which they belong in appropriate places within the concentric circles. Once the figures are completed with all names, discuss what needs the different groups meet and what responsibilities are connected with each group. • Name a common experience, such as celebrating a birthday, going to school for the first time, or playing with friends, and research how that experience is handled in other cultures. • After reading *Benny's Flag*, which tells the story about the young Alaskan boy who designed the Alaskan state flag, which reflects Alaska's natural resources, culture, and identity, make a flag that has symbolic meaning for the classroom or community. • Identify leadership qualities. Make a scrapbook of pictures of local business and civic leaders. Discuss what a good leader is and how people become leaders.

II.B How Do Individuals Relate To and Interact with Groups? (Social-Cultural Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do people learn knowledge and skills in contexts of this and other cultures? (SS6; SS7)
2. How do people's needs, interests, roles, and responsibilities change as they get older? (SS6; SS7)
3. How do *social institutions* address human needs in this and other cultures? (SS6; SS7)
4. How do groups influence the thinking and behavior of their members? When is such influence consistent/inconsistent with the *common good*? What are examples of problems in this area? How should they be addressed? (SS1; SS2; SS6; SS7)
5. How do people learn to perceive people of other groups and cultures

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and refine research (1.1)

b. conduct research to answer questions, to discover patterns, and to evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (such as, documents, newspapers, videotapes, reference books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources (1.5; 1.7)

e. apply acquired information and skills to different contexts (1.10)

f. organize information in ways that are useful for analysis and presentation (1.8)

g. plan and make presentations for a variety of purposes and audiences (2.1)

h. exchange information and ideas while recognizing the perspectives of others (2.3)

i. identify problems and define their scope and elements (3.1)

Sample Learning Activities

- Have teams of students study different aspects of a culture, such as the language, family life, education, religion, and the arts, and report to each other what they found in their research. Make comparisons to their own culture.
- Design and conduct a study to identify how groups influence the behavior of their members. Determine when such influences have socially positive or socially negative consequences, recommend ways of maximizing the positive and minimizing the negative, and dramatize and discuss findings with audiences of peers and adults.
- Investigate and report the experiences of peoples in history who have been subject to stereotype and have suffered discrimination as a result of groups to which they belong. Videotape resources may be useful for this activity. Videos like *Eyes on the Prize* or videos showing stereotypes and discrimination in Nazi Germany may be useful for presenting concrete examples. Teachers may also elect to show the *Frontline* videotape *A Class Divided*, which shows a teacher engaging her students in an experiment about life in an environment of discrimination. (An excellent resource on stereotyping and discrimination is the magazine *Teaching Tolerance*, produced by the Southern Poverty Law Center.)
- Based on an analysis of the actions and accomplishments of individuals who are leaders, generate a list of attributes important in leaders, apply that list to other leaders to determine whether those leaders possess those attributes,

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
in stereotypical ways? What are consequences of people learning stereotypes? (SS2; SS6; SS7) 6. How may membership in more than one group offer an individual personal benefits, but sometimes lead to dilemmas, such as conflicting loyalties or conflicting demands on time? (SS6; SS7) 7. What is leadership? In what variety of ways may it be exercised in groups? Why is it important in a democracy for all citizens to be prepared to assume leadership roles? (SS1; SS2; SS6; SS7) 8. How do social structures of different societies vary? What are causes and consequences? (SS2; SS6; SS7)	j. develop, apply, and evaluate strategies used for solving problems (3.2; 3.4) k. examine problems and proposed solutions from multiple perspectives (3.6) l. analyze the responsibilities of individuals in groups (4.3) m. recognize and practice honesty and integrity in academic work (4.4) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	and make improvements in the list of attributes based upon the analysis. • Investigate the social structure of a particular society (i.e., the social class system and the extent of mobility across social class strata). Construct a social pyramid showing the relative size of the different classes and discuss implications of the social structure for the lives of the people within the culture and time. • Interview people of different ages to compare the needs, interests, rights, and responsibilities of people in different generations. Identify issues faced by each age group and place those issues in appropriate places on graphs. • Have students select careers that are of personal interest to them, identify which personal qualities are necessary for success in their chosen careers, and design plans for how to develop those qualities.

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. How does getting older pose opportunities and challenges for individuals and give rise to social issues? How do individuals form into groups to address challenges they face? (SS6; SS7) 2. How do young people learn knowledge, skills, and values? How do cultures, subcultures, and groups shape people's thoughts and behavior? (SS6; SS7) 3. How do groups influence the thinking and behavior of their members? When is such influence consistent/inconsistent with the common good? What are examples of problems in this area? How may/should they be addressed? (SS1; SS2; SS6; SS7)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions to initiate and refine research (1.1) b. conduct research to answer questions, to discover patterns, and to evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., documents, newspapers, videotapes, CD-ROMs, laser disks, on-line services, books, and direct observations) and evaluate the accuracy of the information and the reliability of its sources (1.5; 1.7) e. apply acquired information, ideas, and skills to different contexts (1.10) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations for a variety of purposes and audiences (2.1) h. exchange information and ideas while recognizing the perspectives of others (2.3) i. identify problems and define their scope and elements (3.1)	• Observe a variety of groups in school and community, and interview people to determine what is expected of members of different groups. Based on analysis of the observations and interviews, describe how membership in the groups may serve positive functions for group members and society. • Investigate and compare the public education systems of this and another nation. Determine how the systems reflect the ideals and values of their cultures. • Carry out an objective study of two or more of the world's major religions, locating on a map where those religions may be found and showing similarities and differences among the religions using a Venn diagram, T-chart, or other graphic representations. Hypothesize reasons for the similarities and differences. • Plan and conduct a study of how the responsibilities, interests, and needs of people change as they get older. Describe social implications of those changing needs and determine how well organizations in the community are prepared to assist with them. • Create a pamphlet for and about the community that identifies and describes opportunities for a quality living for senior citizens (or citizens of other ages). • Focus study on a social institution in which senior high students are about to change roles or into which they will likely make transitions. Using a variety of sources, identify social issues that are transpiring in the institution,

II.B How Do Individuals Relate To and Interact with Groups? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
4. What moral, ethical, and legal obligations do people have toward one another in groups and society? How may membership in different groups lead to conflicting obligations? (SS1; SS2; SS6) 5. What is the function of leadership in groups and societies? How do styles of leadership vary? How may leadership be evaluated? (SS2; SS6; SS7) 6. What patterns of interaction are found among minority and dominant cultures in this and other societies? (SS2; SS6; SS7) 7. What consequences follow if a social institution becomes dysfunctional in meeting human needs? How well are a society's institutions fulfilling their social functions? (SS1; SS2; SS6; SS7)	j. develop, apply, and evaluate strategies used for solving problems (3.2; 3.2; 3.4) k. examine problems and proposed solutions from multiple perspectives (3.6) l. analyze the responsibilities of individuals in groups (4.3) m. recognize and practice honesty and integrity in academic work (4.4) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. identify and apply practices that preserve and enhance the safety and health of self and others (4.7)	and select one issue for in-depth study. Define the issue, propose alternative ways to resolve it, identify costs and benefits of the alternatives, and offer a tentative solution to problem. (This activity has been the basis for a course for second-semester seniors in Great Neck, New York, where students identify and study issues that are taking place at universities to which they have been accepted. The students use alumni magazines, campus newspapers, and interviews of students from those campuses as resources. Issues studied have included equity in admissions, race and gender relationships, and crime on campus.) • Choose two nations in addition to the United States, and compare how moral, legal, and ethical obligations are addressed in the three nations. • Using extra-curricular activities at the student's high school, analyze the criteria for leadership roles in those activities. Through interviews with sponsors and student club officers, draw conclusions about leadership styles, responsibilities, and rewards, and present findings. • Create a graphic organizer to present information learned that pertains to any of the Guiding Questions of this strand. *USA Today* has clever graphic formats to offer ideas for such graphic organizers.

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How have social institutions changed over time? What factors contributed to those changes? What consequences have resulted from those changes? What issues have those changes created?
- How has the role of the individual and the concept of self within communities varied over time and from one cultural context to another?
- How have forces of conflict and cooperation and of change and stability interacted over time?
- How may an awareness of a group or nation's heritage contribute to self-identity and a sense of shared community?

This strand is an important one for citizens and students because human relationships and social *institutions* change, especially in modern times. The historical perspective is helpful for understanding features of present-day institutions by understanding how those institutions were created and how they have evolved. The historical perspective also helps people appreciate that the institutions of today will undergo changes in the future and, hence, one needs to incorporate thinking about what those changes might be in one's life planning.

With change come consequences, sometimes in the form of unpredictable ripple effects. Moreover, with consequences come new issues and social problems for society to address. Informed, responsible citizenship requires understanding changes in social institutions and relationships and skill and wisdom in addressing issues pertaining to those changes.

II.C How Do Individuals Relate To and Interact with Groups? (Historical Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons.

1. How has family life changed in the community and Missouri? (SS2; SS6; SS7)
2. How may our family life be compared to that of other peoples we are studying in history? (SS2; SS6; SS7)
3. How has the introduction of new technologies changed the way people do things at home, school, playground, place of work, and community? What issues have those changes created? How are those issues being addressed? How should they be addressed? (SS2; SS4; SS6; SS7)
4. How can people learn about their heritage? (SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate historical research (1.1)

b. conduct research to answer questions, make comparisons, and discover patterns and cause-effect relationships (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (e.g., timelines, stories, videotapes, books, and direct observations) (1.5)

e. evaluate the accuracy of information and the credibility of sources (1.7)

f. compare institutions and traditions of the past and present (1.9)

g. apply ideas learned about change over time and skills to home, community, and everyday life (1.10)

h. organize information in ways that are useful for analysis and presentation (e.g., time lines, charts, outlines) (1.8)

i. plan and make presentations pertaining to historical developments (2.1)

j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

Sample Learning Activities

- Have each primary student create a book about one person: a grandparent, aunt, uncle or a friend who is much older. The book should be based on interviews and should focus on what life was like in childhood for the person about whom the book is written.
- Read stories to primary students about children who lived in an earlier era, and have students compare the lives of those children to the lives of children today.
- Assume roles as historians and create a scrapbook of school events.
- Invite senior citizens to class and interview them to learn about the past, discuss any artifacts they bring in, and compare life in the past to life in the present.
- Construct a timeline to trace the events that led to Missouri statehood or some other historical event studied.
- Collect historical fiction to make a lending library that helps students see the everyday comparisons of then and now. Have students check out books and advertise their favorite books by making bookmarks.
- Create some type of comparison chart pertaining to daily living patterns of families in the early United States or Missouri.
- Make a family tree or a family mobile.
- Use childhood photographs or draw illustrations of oneself to make a history of oneself. Draw pictures to predict one's own future with life's changing responsibilities and roles.

II.C How Do Individuals Relate To and Interact with Groups? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	k. recognize and describe problems/issues, develop strategies to help resolve them, and evaluate the strategies and solutions (3.1; 3.3; 3.4; 3.7; 3.8) l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) m. practice academic integrity by citing sources when ideas of others are used and by taking ownership of one's own ideas (4.4)	• Create a sequence chart showing technological advances (transportation, industrialization, household appliances, computers, etc.) and the effect they have had on everyday life. • Compare family life of today to family life of some time in the past.

II.C How Do Individuals Relate To and Interact with Groups? (Historical Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons.

1. How have *social institutions* changed over time? (SS2; SS6; SS7)
2. How have changing technologies affected social institutions and the ways by which people communicate and interact with each other? (SS2; SS4; SS6; SS7)
3. How have changing ideas, beliefs, and *values* impacted on social institutions and upon interactions among individuals and groups? (SS2; SS6; SS7)
4. How has belief in the dignity and importance of the individual changed over time in this and other cultures? (SS1; SS2; SS6; SS7)
5. How have the United States and other nations been modified by immigration and internal migrations? (SS2; SS6; SS7)
6. In this and other eras, what issues have been created by changes in

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine historical research (1.1)

b. conduct research to answer questions, make comparisons, and discover patterns and cause-effect relationships (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information of relevance for historical inquiry (1.4)

d. interpret and interrogate information from primary and secondary historical sources, comparing different accounts and perspectives on the same topic (1.5)

e. evaluate the accuracy of information and the credibility of sources (1.7)

f. compare the institutions and traditions of past and present societies (1.9)

g. apply acquired information and skills to different contexts (1.10)

h. organize information in ways that are useful for analysis and presentation (e.g., timelines, chronologies, flow charts, *T-charts*, outlines, etc.) (1.8)

i. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

Sample Learning Activities

- Based on research, create newspaper front pages from different periods of history that show how changes in technology have changed the way people live.
- Take a topic (a type of building, a religious idea, or a value like freedom) and trace its development through periods of history studied, communicating findings by chart, timeline, poster, or booklet of illustrations.
- Make a graph or map showing the numbers of people from specific geographic regions that have immigrated to the U.S. during different eras.
- Communicate by poster or other means how families of today are different from families of one hundred years ago.
- Make a database pertaining to the sequence of conflicts and cooperative efforts between (a) Europeans and Americans of European ancestry and (b) Native Americans from the time of Columbus to the present.
- Using a variety of sources that go beyond standard textbooks, research holidays like Columbus Day or Thanksgiving Day to determine the accuracy of commonly-held depictions of the events to which those holidays pertain.
- Based on interviews of family members and other research, make a crest with each section of the crest representing a different aspect of the family's history.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
social institutions and in patterns of interaction among individuals and groups? What is their significance? (SS2; SS6; SS7) 7. What is the heritage of a person, community, or society? Why is it important to understand and preserve it? (SS6)	j. review and revise communications to improve accuracy and clarity (2.2) k. exchange information, questions, and ideas, seeking to understand the perspectives of others (2.3) l. recognize and describe problems/issues, develop strategies to help resolve them, and evaluate the strategies and solutions (3.1; 3.3; 3.4; 3.7; 3.8) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. practice academic integrity by citing sources when ideas of others are used and by taking ownership of one's own ideas (4.4)	• Based upon study of a variety of sources, dramatize why people came to the United States during different historical eras and how they were received. • Find examples of the *human-built heritage* of the local community, analyze those examples and use them to draw inferences about life in the community in earlier times. • Observe television programs with settings in the past, infer details about life in the past from the programs, and research the accuracy of those details.

II.C How Do Individuals Relate To and Interact with Groups? (Historical Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses.

1. How have major *social institutions* changed over time? What were causes and results of those changes? (SS2; SS6; SS7)
2. How have conceptions of the individual's role in society varied and changed over time? (SS2; SS6; SS7)
3. How have new technologies in such areas as communication, transportation, industrial production, and agriculture contributed to social change and given rise to new issues? (SS2; SS4; SS6; SS7)
4. How have the actions of leaders changed social structures, institutions, and relationships among groups within societies? (SS2; SS6; SS7)
5. What factors have led to change in patterns of cultural diversity and

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine historical research (1.1)

b. conduct research to answer questions, make comparisons, and discover and evaluate patterns and cause-effect relationships (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information of relevance for historical inquiry (1.4)

d. interpret and interrogate information from primary and secondary historical sources, comparing different accounts and perspectives on the same topic (1.5)

e. evaluate the accuracy of information and the credibility of sources (1.7)

f. compare the institutions and traditions of past and present societies (1.9)

g. apply acquired information and skills to different contexts (1.10)

h. organize information in ways that are useful for analysis and presentation (e.g., timelines, chronologies, flow charts, *T-charts*, outlines) (1.8)

i. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

Sample Learning Activities

- Beginning with the ancient Greeks, research different philosophies regarding the role of the individual in society. Seek art work or draw cartoons that reflect those different philosophies and ask other students to match the art work or cartoons to the philosophies.
- Investigate how some other cultures use calendar systems different from ours and address a question such as this: "What was the cultural impact of the shift from the use of the sun and moon for time keeping to the use of mechanical clocks?" (See David Landes, *Revolution in Time: Clocks and the Making of the Modern World* for one source on the topic.)
- Based on research, explain the contributions of a famous person to his or her nation and society. What opposition, if any, did the person encounter? Why was change resisted? Such ideas may be presented in different ways, e.g., in grave stone inscriptions, eulogies, or mock trials.
- Drawing upon varied resources, make a collage showing the contributions to society of one or more religious, racial, or ethnic groups.
- Select an old building of special interest and call or write the Historical Preservation Program of the Missouri Department of Natural Resources (314-751-5365; P.O. Box 176, Jefferson City, MO 65102) to inquire whether the program has a file on the building. If it does, it can share the file with you. If it does not, the program can send an eligibility packet, which includes special forms to be filled

II.C How Do Individuals Relate To and Interact with Groups? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
relationships in this and other societies? What have been the consequences and resulting issues? (SS2; SS6; SS7) 6. How have forces of conflict and cooperation interacted over time, and with what consequences? (SS2; SS6; SS7) 7. What aspects of one's heritage — family, local, national, world — are important to understand and preserve? Why? How? (SS6; SS7)	j. review and revise communications to improve accuracy and clarity (2.2) k. exchange information, questions, and ideas, seeking to understand the perspectives of others (2.3) l. recognize and describe problems/issues, develop strategies to help resolve them, and evaluate the strategies and solutions (3.1; 3.3; 3.4; 3.7; 3.8) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. practice academic integrity by citing sources when ideas of others are used and by taking ownership of one's own ideas (4.4)	out and returned. The program will then reply on whether the building is eligible to be placed on the National Register of Historic Places. (In conducting research into a building, students may contact local building preservation societies, if they exist, or city, town, or county historical societies.) • In whatever history is being studied (e.g., U.S., world, Missouri), trace consequences of inventions and technologies and analyze the social costs and benefits. • Investigate how life in the local community reflects influences from different cultures, and present findings using such means as video, booklet, essay, or poster. • Research everyday life of a particular time period, and create a picture book with text for younger students. • Seek works of art (i.e., paintings, musical compositions, novels) that depict social problems of the eras in which they were created, and conduct research into those works to find out what motivated the artists to create them and how the artists expressed themselves. Communicate findings to classmates. Optional extension: Create a work of art in the style of an artist that depicts a social problem that would likely have been of concern to the artist.

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- What are human economic wants?
- What economic institutions have people created in order to produce goods and services; facilitate trade, savings, and investments; and make corrections in efforts to prevent and resolve economic problems?
- How do economic institutions use natural resources, human resources, and capital resources in producing goods and services?
- Why and how do economic institutions increase their productivity?
- How in market economies are consumers, producers, and savings/investment institutions interdependent?
- How do economic incentives influence human behavior?
- Why and how do economic systems differ in their organizations, processes, and performances?

People have a wide variety of wants. Economic wants are those human desires that can be fulfilled through the production of goods and services. They include food, clothing, shelter, medical care, entertainment, and leisure-time activities at the personal/family level and highways, police protection, and national defense at the public level. People must make economic choices because of the circumstance of scarcity (i.e., human wants are relatively unlimited, whereas resources are relatively limited). Hence, people must invest much of their time and other resources in producing goods and services and in trading what is produced.

This strand focuses on the institutions people have created to help meet their economic needs, on the resources those institutions need for production, and on how those institutions are interrelated. This is an important strand for students and the citizenry to understand. Because every family has economic wants, every family faces the challenge of fulfilling the wants of its members in order to attain a decent quality of life. Moreover, a challenge facing the citizenry is to help its communities and society have in it those conditions conducive to a high standard of living for this generation and those to follow. The challenge is a major one, because people as consumers, producers, and voters make economic decisions which have consequences, sometimes profound for the long run.

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. Why do people have *economic wants*? Why do different people have different economic wants? (SS4; SS7) 2. How do individuals and businesses use natural resources, human resources, and capital resources to produce goods and services in order to satisfy people's economic *wants*? (SS4; SS7) 3. How can people increase their *productivity*? (SS4; SS7) 4. Why do producers and consumers engage in *trade*? (SS4) 5. What is money? How does trade using money compare to trade by barter? (SS4; SS7)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions to initiate research (1.1) b. conduct research, including field investigations, to answer questions and determine patterns and cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., stories, videotapes, reference books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. apply economic information, concepts, and principles to home, community, and everyday life (1.10) g. organize information in ways that are useful for analysis and presentation (1.8) h. plan and make presentations (2.1) i. exchange ideas in class discussions (2.3) j. recognize and practice honesty and integrity in academic work (4.4) k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• With primary students, explore the choices children have in the school store or in the school supply section at a local store. Have students justify their choices with regard to what they would buy with a given amount of money, such as $1.00 or $5.00, and discuss how wants and costs influence economic decisions. • In a primary classroom, bake something like bread that requires a multi-step production process. List the resources used and make a flow chart to illustrate the steps of production. Include in the flow chart the human resources needed, such as farmers, food processers, grocers, truck drivers, etc. • Using cut-out catalog pictures, sort pictures of gifts to give to different people and discuss why the wants of different people vary. • Survey older and younger students and compare what they define as their school needs. Discuss reasons for the differences. • In a sorting game distinguish between goods and services. • Following a classroom auction activity where students have different amounts of play money, examine how economic wants vary as some people have more money than others. Compare to similar situations in the adult world. • When producing goods or services in a classroom simulation or when observing the production of goods and services in the local community, identify the different resources needed for production and distinguish among human, natural, and capital resources.

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
6. What are the functions of such economic institutions as businesses, households, and banks? (SS4; SS6; SS7)		• Have students explore the idea of increasing productivity in the following manner: First have them independently produce some paper product using no scissors or glue. Second, ask them how they as a group could produce a larger quantity of the product. They may suggest changing the production process by having each student specialize in one aspect of the production, creating an assembly line. They may also suggest using labor-saving devices like scissors, stapler, and pre-fab parts. Third, have students produce the product using the ideas they suggested. Fourth, have students discuss how their productivity improved and have them draw as many conclusions as they can about consequences of increasing productivity by the methods they used. Finally, have students look for examples in their community on how productivity has been or could be improved in various businesses. • Interview a banker, a small business person, or a corporate business person to determine what the functions of their respective institutions are, and communicate findings using a Venn diagram to demonstrate overlaps and individual uniquenesses.

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. They should also adjust verb tenses depending upon whether the content students are studying pertains to history or current events.

1. How do economic wants vary among individuals and provide an incentive to earn *incomes*? How do households earn incomes? (SS4; SS7)
2. How do businesses use natural resources, human resources, and capital resources in technologies to produce goods and services? How have production technologies changed over time? (SS2; SS4; SS7)
3. How can individuals and businesses increase productivity through *investments in human and capital resources*? What incentive is there to increase productivity? What consequences result from decisions pertaining to productivity in specific cases? What are the benefits, costs, and risks? (SS4; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. plan and conduct research, including surveys and field investigations, to answer questions, determine patterns, and evaluate cause-effect relationships (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (e.g., news media, videotapes, books, and direct observations) (1.5)

e. evaluate the accuracy of information and the reliability of sources (1.7)

f. use economic information, concepts, and principles to analyze events in everyday life (1.10)

g. organize information in ways that are useful for analysis and presentation (1.8)

h. plan and make presentations (2.1)

i. review and revise communications to improve accuracy and clarity (2.2)

j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

Sample Learning Activities

- In an analysis following participation in an economic simulation such as Starpower, describe the incentives that motivated individuals to buy, sell, or hold economic goods.
- Identify and interview local entrepreneurs to learn what types of decisions they have made regarding investments in human and/or capital resources, the risks entailed, and the costs and benefits of the decisions. Predict how consequences would have been different had different decisions been made.
- Discuss processes required to produce and serve hamburgers in a fast food restaurant. Then, observe a fast food restaurant in operation to note what strategies the restaurant uses to produce and serve hamburger with a high level of productivity. Report findings in a creative way.
- In order to study the relationship between consumers and businesses, have students set up a store to sell goods and services. In the process, they will do market research, produce, advertise, and sell.
- Investigate what skills businesses are seeking in their employees by studying want ads in newspapers and other sources. Describe why those skills are needed, and predict probable consequences if businesses cannot find people with those skills. In addition, determine what type of education and training is needed to obtain the requisite skills, and identify the costs, benefits, and risks of obtaining that education and training.

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
4. What incentives do households and businesses have to interact with each other? Why and how do households supply businesses with resources they own that businesses need, such as labor, land, and savings? Why and how do businesses decide to produce goods and services households demand? (SS4; SS6: SS7) 5. What incentives do individuals, businesses, and nations have to engage in trade? What are the costs and benefits of engaging in trade as opposed to trying to be self-sufficient? (SS4; SS6; SS7) 6. What are the functions of such economic institutions as households, businesses, banks, insurance companies, and stock markets? How may everyday economic practices be explained. (SS4; SS6; SS7) 7. What factors help to explain why some people and nations are more productive than others? (SS2; SS4; SS5; SS6; SS7)	k. predict consequences of people's economic behavior, and assess costs, benefits, and other consequences (3.8) l. recognize and practice honesty and integrity in academic work (4.4) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Have each student list twenty imported products found at home or school. Discuss how their lives would be different if those products were not available. • Investigate how a major economic institution, such as bank, stock market, or insurance company, serves individuals, households, and businesses. In panel discussion or through poster or some other means communicate information about the institution. • Define these forms of businesses ownership: proprietorships, partnerships, and corporations. Then, survey local business people to find examples of each form of ownership and learn why the businesses are using their current forms of ownership. Present findings to classmates. • Dramatize how everyday economic practices are carried out, following which answer questions posed by classmates. (Kinds of economic practices to be presented may include: using checks as well as coins and cash for money; using money or credit cards when buying goods and services; paying wages for labor; receiving interest for money saved or loaned; paying interest for money borrowed; earning a profit; etc.)

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. 1. Why do household economic wants provide an incentive to earn incomes? What consequences follow when a household's income is high or low? (SS4; SS6; SS7) 2. How is people's behavior affected by economic conditions? (Such conditions may include relative differences among: prices and quality of goods and services; wages of different jobs; interest rates charged on loans; interest rates paid on savings accounts, and probable risks with regard to profit-making enterprises.) (SS4; SS6; SS7) 3. How have changes in production technologies affected demand for natural, human, and capital resources? (SS2; SS4; SS7) 4. Why and how do individuals, businesses, and nations strive to increase productivity? What are the benefits, costs, and risks in specific cases? (SS2; SS4; SS6; SS7)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions and ideas to initiate and refine research (1.1) b. plan and conduct research, including surveys, field investigations, and library research, to answer questions, determine patterns, and evaluate cause-effect relationships (1.2; 1.3; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., news media, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. use economic information, concepts, and principles to analyze events in everyday life locally and in other places. (1.10) g. organize information in ways that are useful for analysis and presentation (1.8) h. plan and make presentations (2.1) i. review and revise communications to improve accuracy and clarity (2.2) j. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)	• Collect and categorize newspaper articles and advertisements that pertain to economic incentives, such as interest rates, wages, and prices, and make predictions. Determine whether the advertisements appear to be targeted to specific groups. • Research the components of a commonly-used product, their sources, and the method(s) of production. Then, develop an annotated map showing this information and illustrating the interconnectedness of economic activity. • Interview local employers, business people, parents, and workers in order to develop profiles of various jobs or careers, job opportunities, and remuneration as related to the local standard of living. Present information to fellow students to help them develop career plans. • Investigate the economic futures of "high profile" jobs that students find attractive. Investigate such matters as opportunity costs, earning potential, probability of getting hired, and job security. Present results graphically to the student population with assistance from the school guidance department. • Compare economic systems, such as those of the United States, Japan, and Russia, in order to determine to what extent differences in economic systems reflect differences in cultures. Optional Extension: Investigate how the systems are changing and how they relate to each other.

II.D How Do Individuals Relate To and Interact with Groups? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. For (a) localities and (b) nations, what consequences follow when business demand for human, natural, and capital resources increases or declines? What consequences follow when household demand for goods and services increases or declines? (SS2; SS4; SS6; SS7) 6. What are the functions of economic institutions? (The institutions may include households, businesses, labor unions, banks, insurance companies, stock markets, not-for-profit organizations, and multi-national economic organizations, such as the E.E.C., N.A.F.T.A., and O.P.E.C.) (SS2; SS4; SS6; SS7) 7. How do a culture's values, beliefs, institutions, and patterns of behavior impact on the nature and functioning of its economic system? How does the economic system impact upon the culture? (SS2; SS4; SS6; SS7) 8. What are the *opportunity costs* for a nation to specialize in producing one line of products (e.g., bananas) rather than another (e.g., wheat)? Why do nations produce goods and services for which they have a *comparative advantage* and trade for products for which they have a comparative disadvantage? What consequences follow when governments impose barriers to trade? (SS4; SS7) 9. How can changing economic conditions in one nation affect economic conditions in other nations? (SS4; SS6; SS7)	k. predict consequences of people's economic behavior, and assess costs, benefits, and other consequences (3.8) l. recognize and practice honesty and integrity in academic work (4.4) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. explore and prepare for educational and job opportunities (4.8)	• Conduct a case study of a multi-national economic organization to determine its purpose(s), its membership, its actions, and the influence of its actions. Evaluate the organization from different perspectives, i.e., from that of its members, the United States, and other nations. • Illustrate how changing prices of a product in demand affects opportunity costs attached to purchasing that product. • Present students with case studies of families that have different incomes, different numbers of family members, and other different circumstances, such as the extent of indebtedness. Then, have them devise budgets for their families, and predict how the budgets could be affected by different contingencies. • Create an economics board game with cards to draw and markers to move. The game should depict problems that businesses face, insert contingencies, involve players in making decisions, and reveal consequences of the decisions.

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do characteristics of *culture* affect how people live and how they perceive and interact with geographic settings?
- How are cultures distributed spatially? What are their characteristics?
- How do cultures interact with one another?
- How do geographic factors affect relationships among people and groups?

The world in which we live is composed of people distributed in different regions all over Planet Earth and influenced by the cultures of those regions. The groups to which individuals belong are shaped by the cultures in which those groups are found. We here use the term "culture" to denote a people's way of life — their social structure, belief system, values, language, institutions, technologies, arts, foods, and traditions. In this strand students study the locations of different cultures, how those cultures interact with their environments and how those cultures interact with one another. Without such understandings, citizens would be in a poor position to understand the dynamics of the contemporary world. Such understandings have become increasingly important in this age of instant communication, rapid transportation, and economic connections.

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do a *region's* physical characteristics (flora, fauna, terrain, weather, etc.) and culture affect one another? (SS5; SS6; SS7)
2. How do a *culture's* characteristics influence the lives and activities of its children and adults? (SS5; SS6; SS7)
3. Where are different cultures located in the world? What are important features of those cultures? How are those cultures similar to and different from the student's culture? (SS5; SS6; SS7)
4. How and why do people of different cultures perceive and relate to their regions in different ways? How and why do different people of the same culture perceive and relate to their regions in different ways? (SS5; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research to answer questions and discover patterns and relationships (1.2; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (e.g., maps, graphs, statistics, stories, videotapes, books, and direct observations) (1.5)

e. evaluate the accuracy of information and the reliability of its sources (1.7)

f. organize information in ways that are useful for analysis and presentation (1.8)

g. plan and make presentations (2.1)

h. exchange ideas in class discussions (2.3)

i. use geographic concepts, information, and ideas in interpreting everyday life, as well as past and present human experiences (1.9)

j. recognize and practice integrity in academic work (4.4)

Sample Learning Activities

- Make a map of the school and show how different parts of the facility are used for different purposes.
- Make a quilt of the states in different *regions* of the United States. Place symbols in each state representing major aspects of the state's physical geography or culture.
- In a primary classroom, make a paper quilt that shows the different clothing (or food) items of various cultures around the world. Draw conclusions about geographic location and clothing (or food). (Caution: factors of culture, not just physical geography, influence what people wear and eat.)
- Make one or more murals to show how people of one or more cultures have responded to geographical conditions where they live.
- Read Lois Lenski's book *City Poems*, which is about the symbols and imagery evoked by urban communities. Draw visual images of city communities that Lenski's words elicit and explain how city landscapes affect the people's lives. Predict how other landscapes affect people's lives.
- Study Native American adaptations to the environments of their regions prior to the influx of European and American settlers. Make a large U.S. map and place illustrations of the types of homes, food, and clothing in appropriate regions on the map. Compare to present-day adaptation in the same environments by people with different cultures. Draw conclusions about the form and function of the adaptations in relation to their location.

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. What is similar and different among cultures around the world that exist in similar latitudes? (SS5; SS6; SS7)		• Make a graphic presentation showing resources of a city (e.g., water, minerals, natural beauty, production facilities, people). Explain how those resources are used or preserved in this and other cultures. • Clip news articles that demonstrate geographic land use and adaptations of various groups. Analyze how geographic problems were solved. Evaluate adaptations to and modifications of the geographic settings. • Use maps showing such items as population density, climates, languages, religions, and resources to draw inferences about physical and cultural characteristics of *places*. • While studying other cultures, examine how features of the cultures influence occupational choices.

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should also adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. Where may different cultures be found? What are examples of well-known *cultural symbols* for specific places and regions? (SS5; SS6; SS7) 2. How does culture influence how people perceive the environment, where they settle, how they use the land, and how they define and use other natural resources? (SS5; SS6; SS7) 3. Why do people vary in their perceptions and evaluations of places? (SS5; SS6; SS7) 4. What consequences follow from how cultures use their physical environments? How should those uses be evaluated? (SS5; SS6; SS7)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, evaluate information and ideas, and discover patterns and relationships (1.2; 1.6) c. use technological tools and other resources to locate, select, and organize information (1.4) d. interpret information from sources (e.g., maps, graphs, statistics, photographs, landscape paintings, videotapes, books, and direct observations) (1.5) e. evaluate the accuracy of information and the reliability of its sources (1.7) f. organize information in ways that are useful for analysis and presentation (1.8) g. plan and make presentations (written, oral, and visual) for a variety of purposes and audiences (2.1) h. review and revise communications to improve accuracy and clarity (2.2) i. exchange information, questions, and ideas in class discussions while recognizing the perspectives of others (2.3)	• Identify evidence of the varied cultural traditions that families have brought with them into the local community. Show findings in any of a variety of audio-visual ways. • Analyze different types of music found in this nation and determine cultural influences on that music. • Make a collage showing positive contributions to American culture from various immigrants and immigrant groups. • Create brochures describing different regions of the world or of the United States and highlighting well known cultural symbols for the regions. • Compare the varied ways two different cultures have used similar settings; evaluate consequences. • Based on examination of photographs, reproductions of landscape paintings, and other sources, describe the influence of culture in how people use the land. (Even in the same settings, people of different cultures use land differently. For example, compare how Native Americans and European-American farmers used the Great Plains.) Conclude the activity by answering the question, "How does culture affect the way people use land?" • Study maps to draw inferences. For example, study a map showing the migration routes of various people at various periods of history to offer reasons for migration and why certain routes were followed.

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. What are examples and results of cultural interactions? Why do features of one culture sometimes become assimilated into another culture, often changing in the process? (SS5; SS6; SS7)	j. analyze and evaluate human actions, considering costs and benefits and the effects of those actions upon people and the environment (3.8; 4.3) k. use geographic concepts, information, and ideas in interpreting everyday life, as well as past and present human experiences (1.9) l. recognize and practice integrity in academic work (4.4)	• Compare two cultures with regard to how they view time, space, structure, individualism, formality, occupations, and the natural environment. • Compare the sport of baseball in Japan with the sport of baseball in the United States in order to learn how differences in culture affect activities that appear to be very similar. • Based on study of a cultural region, predict how one's own life would be different if he or she were to move to that region. • Investigate this question using a variety of strategies and resources: How do occupational choices affect where people reside?

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do *geographic factors* affect the characteristics of a *culture*? (SS5; SS6; SS7)
2. How have cultures and their technologies affected the physical features of a region? How are those effects to be evaluated? (SS5; SS6; SS7)
3. How does a person's stage of life, class, ethnicity, values and beliefs influence his or her perceptions and evaluations of geographic settings? (SS5; SS6; SS7)
4. How is a person's personal and cultural identity influenced by where he or she lives? (SS5; SS6; SS7)
5. How have geographic factors been causes for human conflict and cooperation? (SS5; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, evaluate information and ideas, and discover patterns and relationships (1.2; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret information from sources (e.g., maps, graphs, statistics, photographs, landscape paintings, videotapes, books, and direct observations) (1.5)

e. evaluate the accuracy of information and the reliability of its sources (1.7)

f. organize information in ways that are useful for analysis and presentation (1.8)

g. plan and make presentations (written, oral, and visual) for a variety of purposes and audiences (2.1)

h. review and revise communications to improve accuracy and clarity (2.2)

i. exchange information, questions, and ideas in class discussions while recognizing the perspectives of others (2.3)

Sample Learning Activities

- Compare social features of two island cultures, such as their economies, governments, standards of living, and religions, and assess the extent to which physical features shaped the cultures.
- Identify architectural features of a particular culture or nation and examine how those features were adapted to other geographic settings (e.g., English, Spanish, and Dutch architecture adapted for physical settings of the Americas in the 1600's and more recently).
- Investigate the problem of water shortage in the United States Southwest by assessing the historical impact of Hoover Dam on the environment and projecting its potential for meeting a growing population's needs for water and electricity. Present findings in mock hearings of state councils in the region, which are committed to business development.
- Conduct research on individuals, such as Jacques Cousteau, Rachel Carson, John Muir and Theodore Roosevelt, who strived to make a difference in solving problems which are threats to the environment. Evaluate their approaches to the problems and the extent of their successes.
- Evaluate the social and environmental consequences of human decisions that resulted in substantial modifications of the environment.
- Analyze how Marco Polo's journeys and the subsequent trade they generated affected European culture in the Middle Ages, or analyze how Christopher Columbus's

II.E How Do Individuals Relate to and Interact with Groups? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
6. How may cultural regions be compared to one another? What issues, crises, and opportunities do regions face? (SS5; SS6; SS7)	j. analyze and evaluate human actions, considering costs and benefits and the effects of those actions upon people and the environment (3.8; 4.3) k. use geographic concepts, information, and ideas in interpreting everyday life, as well as past and present human experiences (1.9) l. recognize and practice integrity in academic work (4.4)	journeys and the subsequent trade they generated affected cultures in Europe, the Americas, and Africa. • Read poetry and examine art from another culture to gain insights into how people from that culture perceive and evaluate their environment. • Choose a career and decide what would be the best location in which to reside based upon job market demand, personal lifestyle, cultural background, etc. • Obtain city grids from various eras and examine changes in those grids in order to draw inferences on how life in the city has changed over time.

III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do various factors, including public opinion, influence politics?
- How do decisions and actions of different branches and levels of government have an impact upon one other in the United States political system?
- How do decisions and actions of governments affect people's lives in this and other nations?
- How do events and developments in other nations affect politics in the United States and the lives of American citizens?
- How do policies and actions of the United States Government affect other nations and people in other parts of the world?

Daily newspapers and history books provide ample evidence that political events and decisions often have a profound impact upon people's lives. They may help extend people's freedom of opportunity or deny it. They may promote a nation's economic growth or stifle it. They may regulate the details of people's lives or allow for much autonomy. They may define some behavior as criminal or define that behavior as an unalienable right. They may, by taxing and spending money, reduce the gap between the rich and poor, or increase it. They may promote long peaceful lives for the citizenry or send the youth of a nation off to war and probable death. Such have been the effects of governments from ancient times to the present.

It is important for students to have in-depth understanding of such matters and a strong grasp of current events, because in a democracy citizens have the right and the duty to try to influence their government in ways that help assure the security of a free society. Indeed, citizens have the duty to help carry out the vision expressed in the United States Constitution: "to [help] form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty for ourselves and our posterity."

III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do government actions affect communities and people's lives? (SS2; SS3; SS7)
2. How do the events we are studying affect the fulfillment of American *democratic ideals*? (SS1; SS2; SS7)
3. Why have events we are studying become political issues? (SS2; SS3; SS7)
4. How has the United States influenced other nations? How have other nations influenced United States politics and society? (SS2; SS3; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research, including *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information relevant to research (1.4)

d. comprehend and interpret sources, such as stories, books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)

e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

f. plan and make written, oral, and visual presentations (2.1)

g. exchange ideas in class discussions (2.3)

h. identify and describe problems and social issues pertaining to the local community (3.1)

i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)

j. examine problems and proposed solutions from multiple perspectives (3.6)

k. evaluate the extent to which strategies address the problems to which they are applied (3.7)

Sample Learning Activities

- Commemorate key public holidays that promote national unity and support for national ideals, such as Flag Day, labor Day, Thanksgiving, Memorial Day, President's Day, Martin Luther King's Birthday, and so on. Compare these holidays to religious and cultural holidays celebrated by some, but not all of the students, such as Christmas and Easter; Jewish New Year (Rosh Hashanna), Day of Atonement (Yom Kippur), and Hannukah; Kwanzaa; Ramadan; Chinese New Year; and others. Relate the celebration of such religious and cultural holidays to the concept of religious freedom in the First Amendment.
- Create a national holiday with ideas for its celebration to commemorate some national event.
- Investigate how rules and community norms affected the lives of men, women, and children in Native American villages and in early American colonies.
- Communicate the effects of a current government decision or a current issue by such means as a *web chart*, a *flow chart*, or some other representation.
- Use problem-solving strategies in an effort to resolve some current issue in the school, neighborhood, or community. (The process is important. Even not succeeding can be a valuable civic lesson.)
- Evaluate solutions to a current issue or social problem in the news.
- Show in some visual way how an event in the news has results that relate to one or more democratic ideals (e.g., individual rights, justice, the common good, and equality).

III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	l. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. practice honesty and integrity in academic work (4.4)	• Choose a prominent criminal case and make a *T-chart* or some other representation that illustrates the public's concern for safety and justice versus the personal rights of the defendant.

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How does *public opinion* influence political decision making? How is public opinion shaped? How well informed is the public on community issues? (SS2; SS3; SS7)
2. How are actions in one branch or level of government having an impact upon other branches or levels? (SS2; SS3; SS6; SS7)
3. How are decisions of government officials (legislative, executive, or judicial) causing changes, resolving some issues and creating others? (SS2; SS3; SS7)
4. Why do *democratic ideals* and principles of government sometimes conflict with one another in specific cases? (SS1; SS2; SS3; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research, including *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. comprehend and interpret sources, such as books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)

e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

f. plan and make organizing, convincing presentations for a variety of purposes and audiences (2.1)

g. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

h. identify and describe problems and social issues pertaining to the local, state, national, and international community (3.1)

Sample Learning Activities

- Design and conduct a *field inquiry* to find answers to questions like these: What sources are most significant in influencing public opinion in the local community? What are the dominant points of view in those sources? How well informed the public is on current issues?
- Analyze where Americans get most of their information (TV, books, magazines, radio, etc.), and assess how their patterns of information gathering affect political decision making. Conduct an informal survey of people locally.
- Evaluate how well newscasts inform the public on important social issues by comparing the amount of "hard news" to "happy talk."
- Identify current issues before Congress. Select one for in-depth study, and participate in a simulated United States Senate hearing to explore different points of view with regard to the issue.
- Identify a current issue in the news and one recommendation for how that issue should be addressed. Then, specify one or more democratic ideals that the recommendation will likely advance (e.g., a local school tax levy will likely promote the *general welfare*). Specify also one or more democratic ideals that the recommendation will likely constrict (e.g., the tax levy will reduce people's economic freedom, at least in the short run). Discuss the recommendation, and write a position on what should be done, considering the conflicting democratic ideals and the trade-offs entailed.

III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. How do the ideas and practices of one political system influence events and actions in other political systems? (SS2; SS3; SS7) 6. How do multi-national political organizations, such as the U.N., N.A.T.O., etc., influence events and developments? (SS2; SS3; SS7)	i. identify strategies that may be used to prevent or solve problems (3.2; 3.3) j. examine problems and proposed solutions from multiple perspectives (3.6) k. evaluate the extent to which strategies address the problems to which they are applied (3.7) l. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1) m. analyze and evaluate the processes used in making decisions and solving problems (3.4) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. practice honesty and integrity in academic work (4.4)	• Prepare an article for a classroom history magazine on how one clause of the U.S. Constitution (e.g., the "interstate commerce," "necessary and proper," or "equal protection" clause) has been interpreted to expand the powers of government, resolving some issues and creating others. Or, prepare an article on how one or more rights specified in the Constitution has influenced events and given rise to issues. • Create a videotape, which includes live interviews of local or state government officials, dealing with the officials' responsibilities and with what motivated them to aspire for their positions. • Pick a country that is undergoing a serious problem (e.g., Bosnia in 1995). Keep a log for the year on diplomatic relations between our country and theirs, and communicate findings using any of a variety of methods. • Construct a timeline showing what the United Nations or some other multi-national political organization has done during some period of time (e.g., since 1946), and describe how its actions have influenced events and developments in this and other nations.

III.A How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Civic-Political Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their classes. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. What factors shape the *public agenda* and *public opinion*? How do/should they influence political events and developments? (SS2; SS3; SS7)
2. How do decisions of government officials, government agencies, and other governance systems sometimes lead to changes in people's lives? (SS2; SS3; SS6; SS7)
3. How does each branch of government affect and interact with the other branches? (SS2; SS3; SS7)
4. How do political and social developments have an impact upon America's democratic ideals? (SS1; SS2; SS3; SS7)
5. How do events and developments within and with other nations affect political issues and politics in the United States? (SS2; SS3; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a develop questions and ideas to initiate and refine research (1.1)

b. conduct research, including *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. comprehend and interpret a variety of sources and evaluate their reliability (1.5; 1.7)

e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

f. plan and make organizing, convincing presentations for a variety of purposes and audiences (2.1)

g. review and revise communications to improve accuracy and clarity (2.2)

h. exchange information, questions, and ideas while recognizing the perspectives of others (2.3)

i. identify and define problems and social issues facing community, nation, and world (3.1)

j. identify strategies that may be used to prevent or solve problems (3.2; 3.3)

Sample Learning Activities

- Based upon research, present a "Meeting of the Minds" program in which the students assume roles of political leaders who discuss major changes that have occurred since 1945 from their historical perspectives.
- Construct articles about major post-1945 political events for a classroom history newspaper or magazine.
- Analyze a major issue currently in the news by addressing questions like these: How are shapers of public opinion defining the issue? What alternatives are people proposing for how the issue should be resolved? What are likely consequences of those alternatives? Which democratic values (freedom, justice, equality, general welfare, etc.) are favored most and least by the various alternatives? What position should I take on the issue?
- Construct a poster to show how one law or court opinion has had a variety of important consequences for the people of the local community and nation.
- Analyze the current *public agenda* as a major class project. In small groups research questions like these: What items are currently included in the public agenda? Is the current public agenda different from that of last year? Who is shaping the public agenda: political leaders, interest groups, the media, individual citizens, others? How can individuals play a role in helping to shape it? Why are some important issues not part of the current public agenda? After the research is carried out, share findings with classmates in any of a variety of formats. Conclude

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
6. How do international organizations and international relations affect one another? (SS2; SS3; SS7) 7. With regard to the above questions, two additional questions may be asked and used selectively for in-depth study: What issues exist in this area? How should one or more such issues be addressed? (SS1; SS2; SS3; SS6; SS7)	k. examine problems and proposed solutions from multiple perspectives (3.6) l. evaluate the extent to which strategies address the problems to which they are applied (3.7) m. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1) n. analyze and evaluate the processes used in making decisions and solving problems (3.4) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) p. practice honesty and integrity in academic work (4.4)	the activity by participating in a structured round-table discussion of this question: Is the current public agenda "the right one" for this nation? • Based upon research, plan and conduct a debate on a current or past international issue in a mock United Nations. • In a team of three to five students, investigate a political conflict occurring in another part of the world and communicate clearly to classmates what the conflict is like, its issues, causes, consequences, and effects on United States politics. The communication may be in any of a variety of formats. The same type of activity could be carried out with regard to an issue like "How should we get along with China (or some other nation)?" • Based upon research into an issue, write original lyrics to a rap or rock song that informs listeners about an issue. Perform the rap or song in "MTV" style using appropriate props and artifacts of the period (if the issue is historical).

III.B How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Social-Cultural Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address in specific situations:

- What factors cause changes in cultures?
- What factors cause changes in patterns of diversity within cultures? What are the consequences?
- How do different societies, cultures, and subcultures interact with one another?
- How do social changes place strains on institutions and groups in their capacity to address human needs?
- What social issues confront the cultures of this and other nations?

The institutions of society (familial, religious, economic, political, etc.), the structures of society (relationships among social classes, ethnic groups, males and females of different ages, etc.), and the values, beliefs, and behavior patterns within cultures provide the contexts for people's lives, our own included. This strand focuses on those events and developments that cause changes in those institutions, structures, and patterns; on the social consequences of those changes; and on the issues raised by those consequences. Because the quality of our lives and that of others is so much tied to such matters and because we are all participants in social systems in the context of our culture, this is a very important strand for students and citizens to understand.

III.B How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Social-Cultural Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How and why are things changing in communities? What are the effects of the changes? (SS2; SS6; SS7)
2. What do individuals in this and other classrooms have in common; yet why is each person a unique human being? (SS2; SS7)
3. How do people treat one another? Why do they treat each other the way they do? What happens when people treat others kindly/unkindly? (SS2; SS6; SS7)
4. How can/should people get along with each other? (SS2; SS6; SS7)
5. What are some problems in our community and elsewhere? How do they affect our lives? In what ways might they be solved? (SS2; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research and make plans for how to investigate those questions (1.1)
b. conduct research, including *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)
c. use technological tools and other resources to locate information relevant to research (1.4)
d. comprehend and interpret sources, such as stories, books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)
e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)
f. plan and make written, oral, and visual presentations (2.1)
g. discuss and respond thoughtfully to the ideas of others. (2.3)
h. identify and describe problems in the school, neighborhood, and community (3.1)
i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)
j. examine problems and proposed solutions from multiple perspectives. (3.6)

Sample Learning Activities

- Based on research, show by dramatization changes in families in the past generation or two.
- Identify examples of people treating each other kindly and unkindly based on observations of television programs or readings from children's literature. Propose and evaluate strategies that may be used to change the unjust, unkind actions of some people.
- Identify, investigate, and report on efforts to keep customs alive through such means as neighborhood festivals, ethnic communities, religious observances, ethnic restaurants, and clubs.
- After reading and discussing *The Star-Bellied Sneetches*, a humorous Dr. Seuss story about stereotypes and discrimination, define the problem in the story, project consequences of the Sneetches' behavior, and compare to real-life situations.
- Watch tape-recorded news broadcasts of refugee situations, human rights violations, or instances of prejudice. Analyze the situations by asking questions like these: What is happening? What is the problem? What will likely happen if the problem continues? In addition, react to what was observed and discussed through some artistic expression.
- Make a *Venn diagram* to show what one as an individual has in common with others and how, at the same time, one is unique. A similar Venn diagram could be used to show what the culture of the United States has in common

III.B How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	k. evaluate the extent to which strategies address the problems to which they are applied (3.7) l. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. practice honesty and integrity in academic work (4.4)	with that of another culture and how at the same time it is unique. • Simulate a major employer moving to your town and examine the impact on family, business, schools, and government.

III.B How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Social-Cultural Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. How and why are things changing in this and other cultures? What are likely results of the changes? (SS2; SS6; SS7)
2. How are groups and institutions coping with social change? (SS2; SS6; SS7)
3. What role is cultural diversity playing in the events and developments of this and other societies? (SS2; SS6; SS7)
4. What patterns of interaction are occurring among different societies, cultures, and subcultures that are in contact with one another? (SS2; SS6; SS7)
5. How are social changes placing strains on institutions and groups?

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. formulate questions that focus inquiry and make plans for conducting the inquiry (1.1)

b. conduct research, including *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret a variety of sources, such as books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)

e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

f. plan and make written, oral, and visual presentations (2.1)

g. discuss and respond thoughtfully to the ideas of others (2.3)

h. identify and define social problems/issues occurring in this and other cultures studied and describe their complexities (3.1)

i. identify strategies that may be used to prevent or solve problems (3.2; 3.3)

Sample Learning Activities

- Conduct a school-wide culture fair pertaining to this or other cultures to investigate different aspects of the culture(s) studied, such as leisure time, family life, education, religion, and the world of work.
- Develop a speakers bureau of individuals in the community who can speak about different cultures.
- Analyze how some aspect of our culture (e.g., education, the family, etc.) has changed. Examine that facet of our culture as it is today and how it came to be. Report findings.
- Track international events in the news, select one event to study in an in-depth manner, and predict repercussions for people in Missouri.
- Conduct a poll or survey of a sample of adults or students concerning their awareness of a variety of international issues. Share results with your class or other audiences.
- Follow events in the news in the United States and other countries and obtain information on how people are coping with changes brought about by the events. List and explain implications of the findings, identify and define problems, and develop strategies for their solution.
- Identify a current or historical event or trend and discuss its impact on workers and the workplace.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
For example, how are changes in the family structure placing strains on public institutions? (SS2; SS6; SS7) 6. How are social issues and events in other countries affecting people in the United States? (SS2; SS6; SS7)	j. examine problems and proposed solutions from multiple perspectives (3.6) k. evaluate the extent to which strategies address the problems to which they are applied (3.7) l. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. practice honesty and integrity in academic work (4.4)	

III.B How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Social-Cultural Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. What changes are occurring in the institutions of the cultures we are studying? What are the forces of change and of stability? (SS2; SS6; SS7)
2. How are individuals, groups, and institutions coping with change? (SS2; SS6; SS7)
3. What changes are occurring with regard to diversity in this and other cultures? (SS2; SS6; SS7)
4. What happens when cultures encounter one another? How are patterns of interaction changing among societies, cultures, and subcultures? (SS2; SS6; SS7)
5. What social issues are confronting this and other cultures? What are their probable causes and effects? How might/should they be addressed? (SS2; SS3; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. formulate questions that focus inquiry and make plans for conducting the inquiry (1.1)

b. conduct research, including *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information (1.4)

d. interpret a variety of sources, such as books, news media, and direct observations, and evaluate their relevance, credibility, and point of view (1.5; 1.7)

e. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

f. analyze and compare the institutions and traditions of past and present societies (1.9)

g. plan and make written, oral, and visual presentations (2.1)

h. discuss and respond thoughtfully to the ideas of others (2.3)

i. identify and define social problems/issues occurring in this and other cultures studied and describe their complexities (3.1)

Sample Learning Activities

- Create a directory of social agencies in the community that address social problems and distribute to libraries or other public locations.
- Volunteer in hospitals, day care centers, or soup kitchens; log observations and reactions; and identify and describe social issues.
- Compare the institution and roles in marriage in different cultures.
- Research, analyze, and make a presentation on major changes in the role of schools in Missouri as a result of one or more court decisions or laws.
- Conduct research on Supreme Court cases related to religion by examining conflicting arguments in the cases, court decisions, their consequences, and issues remaining.
- Investigate a proposal for new legislation, such as a bill to establish English as the official language for the United States, and participate in a presentation on the pros and cons of passing that law.
- Examine the issue of gender equity in professional and amateur sports or in the workplace, conducting interviews of local participants and using other sources.
- Seek poems, photographs, works of art, music, short stories, plays, and news articles pertinent to some issues pertaining to diversity in society.
- Examine patterns of behavior in cultures being studied using concepts described by the anthropologist Ralph

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	j. identify strategies that may be used to prevent or solve problems (3.2; 3.3) k. examine problems and proposed solutions, considering a variety of viewpoints and probable consequences for individuals and social institutions (3.6) l. evaluate the extent to which strategies address the problems to which they are applied (3.7) m. make decisions with regard to issues, applying democratic ideals in the process, and explain reasoning used to support them (4.1) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. practice honesty and integrity in academic work (4.4)	Linton in his book *The Study of Man* (1936). Those concepts include: "universals" (behaviors expected of any normal person living within a culture like language and patterns of dress); "alternatives" (behaviors recognized as acceptable, but where variations are permitted like the specific music used in wedding ceremonies); "specialties" (behaviors that characterize members of specialized groups within the society, such as age, gender, and occupation groups); and "individual peculiarities" (behaviors that are experimental, individualistic, which might become widespread in the future). • Examine how the use of electronic communications in the workplace reduces the differences among different societies, cultures, and subcultures. • Carry out a research project on a topic like, "How do we define, explain, and try to resolve our conflicts with the culture and society of ___________[name of a nation, with which the United States has some type of conflict]?"

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- As regards major historical events and developments, when did they take place? Why did they occur when they did? What is their special significance?
- What are the relationships among causes and consequences of historical events and developments?
- What have been the roles of the individual, of social trends, and of chance, unpredictable, and irrational factors in shaping events?
- How did people of the past view their worlds and events occurring within them?
- How may understandings of the past be used to comprehend the present and plan for the future?

"Historical developments," as used in this framework, refers not to single events, such as the start of a war or the election of a President, but to social trends, such as changes in demographics or changes in the influence of particular ideas, beliefs, values, or technologies.

This strand, given the particular Fundamental Question and perspective, relates directly to the academic discipline of history, a field that strives to recreate and interpret what happened in the past based upon analysis of records from the past. Because history may be taught in many ways for many purposes, it is incumbent on those who teach the subject in public school to justify why students should study it in social studies programs and to teach it in ways that directly support the citizenship education mission of social studies. Following is a rationale for this strand and the teaching of history in social studies programs:

1. History, if properly taught, should help students become culturally literate with regard to the nation and world, facilitating conversation across generations with people who share a common memory of the nation's and humankind's history. Because allusions to history — Crossing the Rubicon, the Industrial Revolution, the American Revolution, Reconstruction, the Great Depression, Munich, the Holocaust, Hiroshima, the Cold War, and so on — are commonly used as symbols in political discourse, knowledge in this area is a necessity for anyone who strives to comprehend and participate in such discussion.
2. History, if properly taught, should help students learn about core values of our society from primary source documents and should help students learn how those values have fared in different times and played roles in issues and human decisions. Such knowledge and perspective should help students understand how those values operate in our society today and think through their positions on how those values should operate in our society in the future. Studies in history should also engage students in studies of other nations and cultures and how their core values influenced events in their histories and in the history of the world.
3. History, if properly taught, should help students learn through concrete cases how factors of human character, geography, economics, government, society, and culture interact with each other to shape events and trends in ways that often have profound, sometimes unpredictable consequences for people's lives.

4. History, if properly taught, should help students learn what historical knowledge is and how it is created. The fact is that once an event has occurred, it can no longer be observed directly. History as a discipline strives to reconstruct and interpret the event based upon careful analysis of relevant primary and secondary source materials. The challenge is a difficult one, because primary sources reflect only that which has been recorded in some form — many human observations are not recorded — and because primary sources may be lost. In addition, different people often interpret the same event in different ways. Hence, it is helpful to examine different interpretations of an event in an effort to construct one's own interpretation. In many ways, the challenge before the historian is similar to that facing a court, when it tries to reconstruct what happened in a case based upon its examination of the evidence.

5. Finally, history, if properly taught, where students have opportunities to study some issues in depth, should help students gain a base of knowledge and skills for dealing with social issues. They could learn how single events often have multiple causes; how the way people view events reflects perspectives of their times, which may be very different from those of today; how factors of chance, the irrational, and the unexpected often plays an important role in events; and how consequences of decisions are often different from and sometimes more costly than what was intended or expected. Moreover, through historical studies, students should learn about the roots of current issues and learn how to determine whether resolutions of past issues in specific cases are really a good guide to how current issues should be resolved.

Please note that the discussion that follows does not list state-chosen events and developments that should be taught in local school district history programs. Such a list, which could be incredibly long, may imply that any items not listed do not deserve to be taught. We assume that such decisions on specific history content can and should be made at the local level by faculties thinking reflectively and using a variety of resources. At the same time, some specific suggestions on historical themes and events are presented on pages 174-177 in Chapter 4 and in Appendix B, where alternative scopes and sequences are listed.

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons.

1. How can we communicate clearly when past events took place? (It is helpful at this level to use terms like "minutes, hours, days, or years ago"; expressions like "long ago" or "when Mom was my age"; and specific dates like 1776 or 1991.) (SS2; SS7)
2. Why may different people vary in how they describe the same event? How can we learn better "what really happened" by studying an event from different perspectives? (SS2; SS7)
3. What do I consider to be "the most important events" in the history of my family, my community, my state, and my nation? (a) What happened in each of those events? (b) What evidence is there that the event happened? (c) Why did the event happen? (d) How did the event change things, such as people's lives, the environment, etc.? (SS2; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and focus research and make plans for how to investigate those questions (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information that is relevant to the research (1.4)

d. comprehend and interpret primary and secondary historical sources, identifying perspectives and comparing different accounts of the same event (1.5)

e. discover and evaluate relationships in information, especially those that are cause-effect relationships (1.6)

f. evaluate the accuracy of information and the credibility of sources (i.e., interrogate the data and its sources) (1.7)

g. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

h. compare the institutions, traditions, and art forms of past and present times (1.9)

Sample Learning Activities

- In a primary classroom, help children to place events of the day on a timeline. Then, progress to making timelines of their lives (birth, learned to ride a bike, went to nursery school, etc.) and of their school year.
- Conduct research about people who played important roles in historical events and construct questions to ask them about decisions that they made in those events.
- Write a letter to someone your age living today, describing your community and what you do in it, pretending that you are a boy or girl who lived one hundred years ago.
- Make a collage about a historical place.
- In an activity that may be called "Pioneer Packing," "Pilgrim Packing," or "Immigrant Packing," make a list of essential items for travel that are appropriate for the specified packer and the historical period. Those items should fit into a trunk of specified size and take into consideration resources available at the destination. Draw pictures of the items on the list and answer classmate questions about the list of items.
- Based on studies of individuals who were influential in their region, draft and present introductions of those individuals as if you were introducing them to your parents.
- Based on interviews of senior citizens and guest speakers, construct a poster or booklet about changes in the local community, perhaps focusing on changes in business.
- Make timelines or cause-effect charts of notable events that have occurred in the school, neighborhood, state, or nation. (The timelines or charts may pertain to all sorts of historical subject matter.)

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
4. What individuals and groups have played major roles in the historical events we are studying? What were their aims, challenges, and accomplishments? (SS2; SS7) 5. How have communities and institutions within them changed over time? What led to those changes? How have those changes affected people's lives and the environment? (SS2; SS6; SS7) 6. How did people of the past view their worlds and events occurring within them? (SS2; SS7)	i. apply historical knowledge and chronological thinking skills to different contexts. (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of timelines) (1.10) j. plan and make presentations, including historical narratives, for a variety of audiences (2.1) k. review and revise communications to improve accuracy and clarity (2.2) l. exchange information, questions, and ideas, recognizing and comprehending the perspectives of others (2.3) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. practice honesty and integrity in academic work by citing sources when ideas of others are used and taking ownership of one's own ideas (4.4)	• Write newspaper articles or draw cartoons depicting the discovery of gold, a new settlement, or any other event that changed history. • Choose an event or historical period and compare tall tales, legends, historical fiction, and textbook accounts of that event or period. • Make a calendar with symbols for special days in history. • Invent new state or national holidays based on historical events and design greeting cards that capture the significance of those holidays. • Make a personal history book using primary sources in the process.

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography. (See examples of scopes and sequences found in Appendix B to this framework.) Within United States and world history courses teachers should have students explore historical themes that are important for citizens. Those themes include historical developments in such areas as these: human migrations and cultural contacts; democracy and other political systems; human rights and political issues; economic systems; technology and human-environment interactions; human ideas (religious, scientific, political, economic, etc.); social relationships (male-female, class, ethnic, racial, etc.); international politics, conflict and cooperation; and cataclysmic events.

What All Students Should Know

As teachers teach content they select that relates to such themes, they should adapt the Guiding Questions listed below for use in their courses:

1. What is the chronological sequence of the events we are studying? How do the events relate to one another? (SS2; SS7)
2. Which events are "turning-point events"? How should a person decide which events are most important? (SS2; SS7)
3. What are the various causes and effects of major historical events? Why is it important to study cause-effect relationships? (SS2; SS7)
4. Why, how, and with what consequences have ideas, beliefs, values, and technologies changed and

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and focus research and make plans for how to investigate those questions (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information that is relevant to the research, seeking different perspectives on the same event (1.4)

d. comprehend and interpret primary and secondary historical sources, identifying perspectives and comparing different accounts of the same event (1.5)

e. discover and evaluate relationships in information, especially those that are cause-effect relationships (1.6)

f. evaluate the accuracy of information and the credibility of sources (i.e., interrogate the data and its sources) (1.7)

Sample Learning Activities

- Based upon study of an event you consider to be a turning-point in history, prepare a story for a classroom history magazine about that event. (The story might predict how things would have been different had the event not taken place.)
- Choose a person who promoted one or more innovations, draft questions about him or her, and seek answers to the questions. Here are examples of such questions: What circumstances led the person to press for the innovation? Did some people oppose the innovation? What was the conflict like between the innovator and his or her opponents?
- Analyze how and why some ideological movements censor and try to control thought. Present findings in posters, videos, or oral presentations.
- Design a map of the world that shows locations of sources from which major ideas found in our culture today originated.
- Write in a "diary" personal reactions to a past event from the perspective of a person of that time and place.

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

What All Students Should Know

diffused within and between cultures? (SS2; SS7)

5. What motivated historical figures to act as they did? What were their goals, the barriers to achieving those goals, their ways of dealing with people, and their accomplishments? (SS2; SS7)
6. How did people of different cultures and stations in life perceive and evaluate events occurring when they lived? Why may our perceptions and evaluations today be different from theirs then? (SS2; SS6; SS7)
7. How should people use understandings of the past as they plan for the future? (SS2; SS7)

What All Students Should Be Able To Do

g. organize data, information, and ideas into useful forms, such as timelines and comparison charts, for analysis and presentation (1.8)

h. compare the institutions, traditions, and art forms of past and present times (1.9)

i. apply historical knowledge and chronological thinking skills to different contexts. (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of timelines) (1.10)

j. identify gaps in historical records and available sources, and marshall contextual knowledge and perspectives of the time and place to construct a story, explanation, or historical narrative (1.2; 1. 4; 1.6; 1.7; 1.8; 1.10; 2.1)

k. plan and make presentations for a variety of purposes and audiences (2.1)

l. review and revise communications to improve accuracy and clarity (2.2)

m. exchange information, questions, and ideas, recognizing and comprehending the perspectives of others (2.3)

n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

o. practice honesty and integrity in academic work by citing sources when ideas of others are used and taking ownership of one's own ideas (4.4)

Sample Learning Activities

- Compare historical events that have something in common, such as two revolutions (e.g., the American and French Revolutions), with regard to origins, conduct, and results.
- Collect and explain artifacts that demonstrate the influence of past immigration on our culture.
- Keep a bulletin board of clippings about people who are playing leadership roles in bringing about social change. Indicate the impact and importance of their actions.
- Read some of Thomas Jefferson's views from his "Notes on Virginia" and compare his views with those of other leaders of his day and with those of leaders of today.
- Develop a family tree, showing on it the occupations of each family member. Discuss changes in the occupations shown on the tree.

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, world geography, and civics or government. (See examples of scopes and sequences found in Appendix B to this framework.) Within United States and world history courses teachers should have students explore historical themes that are important for citizens. Those themes include historical developments in such areas as these: human migrations and cultural contacts; democracy and other political systems; human rights and political issues; economic systems; technology and human-environment interactions; human ideas (religious, scientific, political, economic, etc.); social relationships (male-female, class, ethnic, racial, etc.); international politics, conflict and cooperation; and cataclysmic events.

What All Students Should Know

As teachers teach such themes, they should adapt the Guiding Questions listed below for use in their courses:

1. What is the chronological sequence of events we are studying? How do the events relate to one another? (SS2; SS7)
2. What are the interrelationships among causes and effects of major historical events and developments? How can we find out what really happened? (SS2; SS7)
3. What makes some historical events more important than others? Why do different sources emphasize different events? How should a person decide which events are most important? (SS2; SS7)
4. How have ideas, beliefs, values, and technologies changed and diffused within and among cultures? (SS2; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate and focus research and make plans for how to investigate those questions (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate, select, and organize information that is relevant to the research, seeking different perspectives on the same event (1.4)

d. comprehend and interpret primary and secondary historical sources, identifying perspectives and comparing different accounts of the same event (1.5)

e. discover and evaluate relationships in information, especially those that are cause-effect relationships (1.6)

f. evaluate the accuracy of information and the credibility of sources (i.e., interrogate the data and its sources) (1.7)

Sample Learning Activities

- As a class project, plan, write and edit a newspaper or magazine for the community with a focus on historical changes and issues during some era, such as the world since 1945. As alternative ways of presenting information, show findings of the research (a) by creating a mural in the style of Thomas Hart Benton, (b) by developing a slide show or hypercard stack multi-media presentation, or (c) by creating a book jacket with an original title, subtitle, a cover design to depict a change or issue, and a fly leaf presenting a synopsis of the book.
- As a class project in United States or world history, select ten "most important" turning points, and communicate those events, justifying in creative ways their importance to audiences that are broader than the classroom. Optional extensions: (a) Create a pictorial timeline showing relationships among those events. (b) Show by chart what consequences might have followed if some contingency with regard to a turning-point event had been different (e.g., suppose the Russian winters in 1942 and 1943 were warm ones).
- Compare two historical events having some common attribute and present findings in a media presentation.
- Compare different sources on the same event or on the same person using the questions presented in Guiding Question 9.

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. What accounts for commonalties and variations among people in their reactions to similar events and developments? (SS2; SS6; SS7) 6. How have individuals influenced events of their times? (SS2; SS7) 7. Which has been more influential in shaping events studied: the actions of individuals or forces beyond the control of individuals? How do people, individually or in groups, respond to challenges? (SS2; SS7) 8. How did people of different cultures and stations in life perceive and evaluate the events and developments of their times? Why are our perceptions and evaluations today often different from theirs then? (SS2; SS6; SS7) 9. How are we to evaluate a historical source? Why was it written (or painted)? Whose viewpoints are presented (and omitted)? Is the account believable? Is the account backed up by other sources? What new insights into ourselves and others can we learn from the source? (SS7) 10. How may knowledge of the histories of this and other nations help people comprehend the world today and plan for the future? (SS2; SS7)	g. organize data, information, and ideas into useful forms, such as timelines and comparison charts, for analysis and presentation (1.8) h. compare the institutions, traditions, and art forms of past and present times (1.9) i. apply historical knowledge and chronological thinking skills to different contexts (Chronological thinking skills include establishing the temporal order of events, the measurement and calculation of calendar time, and the interpretation of timelines) (1.10) j. identify gaps in historical records and available sources, and marshall contextual knowledge and perspectives of the time and place to construct a story, explanation, or historical narrative (1.2; 1.4; 1.6; 1.7; 1.8; 1.10; 2.1) k. plan and make presentations for a variety of purposes and audiences (2.1) l. review and revise communications to improve accuracy and clarity (2.2) m exchange information, questions, and ideas, recognizing and comprehending the perspectives of others (2.3) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. practice honesty and integrity in academic work by citing sources when ideas of others are used and taking ownership of one's own ideas (4.4)	• Examine causal linkages among various events (e.g., Glorious Revolution, American Revolution, and French Revolution), show by flow chart how they related to one another, and describe how those events relate to us. • Investigate why people sometimes accept rule by dictatorship. Then, draft the resume for one or more dictators, based on research into their lives. (The same kind of activity could be used to present information on the life of any leader.) • Working in pairs, choose the leaders of two different revolutions and, based on research, construct a dialogue between the two leaders where they compare the two revolutions. • Working in groups, develop hypotheses for why there are wars and analyze the onset of several wars to test the validity of the hypotheses. • Working in teams, select an unresolved cultural conflict from somewhere in the world. Research the origins of the conflict and analyze why it hasn't been resolved. Propose plans of action for solving the conflict, taking into consideration the complexities of the conflict. • After studying a particular decade, plan, write, and edit a magazine which communicates the major events and tone of the decade and demonstrates the influence of that decade on the present. • To appreciate some technology invented during some historical era, avoid the technology for an entire weekend and keep a log of observations. • When studying an era in history, come up with a questions that "epitomize thinking of a curious person." Here are a couple of examples: "How did Columbus come up with the idea of sailing West?" "What was the significance of Western Civilization's encounter with Greco-Roman civilization six hundred years ago?" Lots of other possibilities are present in every historical era.

III.C How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
		• Look for instances of cultural contact and diffusion of ideas from one culture to another by analyzing the arts and systems of writing of different cultures. • In an individual or small-group activity, select a topic covered in a history textbook (e.g., Columbus discovers America, Pilgrims found a colony at Plymouth, slavery is practiced in pre-Civil War South, Nazis embark on "the Final Solution," Congress passes the G.I. bill, etc.) and list all that one can learn about that topic from a commonly used textbook. Then examine other non-textbook sources, primary and secondary, identify new insights gained into the topic as a result of the research, and critique the textbook account, identifying its strengths and weaknesses. • In the context of a U.S. or Missouri history course, take a trip to the past in a "Time Machine," imagining that one is living in the same family and area, but in a different era, such as the era of Civil War, of World War I, of the Great Depression, or of the Vietnam War. Conduct research to describe plausible circumstances of your life, to ferret out how things came to be as they are, and to identify major decisions you would have to make and their possible consequences. Research findings could be communicated by diary, short story, or cartoon book. (A similar activity could be carried out in a world history course, except that the "Time Machine" would have to be able to move not only back in time, but also to a different location.) • As events are studied in history, read a variety of sources on the events, and compose fictitious, but plausible diary accounts that communicate how the events affected the diary's author and the people close to that author.

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address. These questions should be adapted for use in the analysis of past and present events and for predicting what will likely happen in the future using economic principles.

- What factors determine the demand for or supply of specific goods or services? What factors cause changes in demand or supply? What consequences follow as a result of changes in demand or supply?
- How do changes in supply and/or demand affect prices of specific goods or services? What consequences follow as a result of a change in price?
- What consequences follow as a result of economic decisions by individuals, businesses, or governments?
- What factors affect a nation's productivity, unemployment rate, and the stability of its prices? What consequences follow as a result of those changes?
- What consequences follow when governments change their fiscal policies or when a central bank changes a nation's monetary policies? Why are such policies changed?
- What factors change patterns of trade among nations? What consequences result from those changing patterns?

In modern times, where people specialize in producing goods and services and trade in markets to obtain what they do not produce, economic events and developments occurring anywhere on Earth may have profound ramifications for standards of living and life options. As much as a person may have wanted factory work during the Great Depression of the 1930's, for example, the opportunity to do so was very limited. As students graduate from high school or college, their job opportunities will be very much affected by demands in the labor market.

With this strand, students learn the meanings of economic concepts and principles, which may be used to understand economic events occurring about them and affecting their lives. Such concepts include *supply, demand,* price, *savings, investment, consumption, opportunity cost, trade-offs,* interest rates, stocks, bonds, dividends, *monetary policies, fiscal policies,* and many others. Such principles include the *law of supply,* the *law of demand,* determination of a *market clearing price* as a result of the combined application of the laws of supply and demand, the need for savings in order to have investment, decisions have opportunity costs, and many others.

Skill in applying economic concepts and principles to the analysis of past and current events is a necessity for informed, responsible citizenship for now and for the future. Citizens make economic decisions that have long-term consequences, they are affected by the decisions of others, and they have the opportunity to vote on economic matters and influence public policy in other ways. This strand, if mastered by students, should help those students make better personal and public economic decisions.

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How does the quantity of a good or service that people demand vary as the price changes? (SS4; SS7)
2. Why does the *demand* for some goods and services change even when prices do not change? (SS4; SS7)
3. How does the quantity of a product people are willing to produce vary with the price? How does the quantity of a service people are willing to provide vary with how much people are willing to pay for the service, that is, the wage? (SS4; SS7)
4. How do businesses decide what to charge for goods and services they sell? What happens if they charge more/less than people are willing to pay? (SS4; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research and make plans for how to investigate those questions (1.1)

b. conduct research, including surveys and *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information relevant to research (1.4)

d. comprehend and interpret sources, such as stories, books, news media, and direct observations, and evaluate their reliability (1.5; 1.7)

e. discover and evaluate patterns and relationships in observations and information (1.6)

f. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

g. apply economic concepts and other acquired information and skills to different contexts in everyday life (1.10

h. plan and make written, oral, and visual presentations (2.1)

i. exchange information, questions, and ideas in class discussions (2.3)

Sample Learning Activities

- In a primary classroom, organize a bake sale for the school. The baking could be carried out in the classroom as a lesson in measurement and process. Have the class decide on prices, perhaps after conducting market surveys. Evaluate the results after the bake sale. Were prices too high or too low?
- In a primary classroom, show students a popular toy that is hard to find and have students tell what they would be willing to pay for the toy if they had $25. Present an easier-to-find toy and do the same bidding with the $25. Then, have students explain why they were willing to pay more in one case rather than the other.
- Design and conduct a survey to determine how many small candy bars of a specific brand people would choose to buy as prices are varied. Organize the data, interpret findings applying the concept of *opportunity cost* (i.e., higher prices entail higher opportunity costs), and report on what was learned.
- Design and conduct a survey to determine how many hours students would be willing to baby-sit as the wages are varied. Organize the data, interpret findings, and report on what was learned.
- Make a plan to determine what causes change in the *demand* for a toy and to determine what results from a change in the demand. Show findings on a cause-effect chart.

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. Why do prices sometimes change? What results when prices change? (SS4; SS7) 6. Why do some businesses succeed (or fail) to earn a profit? What results when a business succeeds or fails to earn a profit? (SS4; SS6; SS7) 7. Why do people sometimes lose their jobs? What results when people lose their jobs? (SS4; SS6; SS7)	j. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) k. practice honesty and integrity in academic work (4.4)	• Produce a product to sell to other students in the school, develop a plan for how much to charge for the product, and brainstorm ways to increase demand for the product. • As a classroom project, set up a business where goods are produced that would likely be in demand for holiday gift giving. Borrow money to obtain needed production and marketing resources, make the goods, and sell them. After the holiday, determine what profit, if any, was earned. Discuss what may happen in a business if a profit is earned as opposed to if money is lost. • Choose a product and investigate (a) how businesses try to increase the quantity of the product demanded by manipulating the price and (b) how businesses try to increase the demand for the product without changing the price. • Interview people from the local office of the Missouri Division of Employment Security to find out what they do for people who lose their jobs, what fraction of people find new ones, and what happens to those who do not?

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. How do economists define *demand*? What factors may cause changes in the demand for a good or service? What consequences follow from changes in demand? (SS2; SS4; SS7)
2. How do economists define *supply*? What factors may cause changes in the supply of a good or service? What consequences follow from changes in supply? (SS2; SS4; SS7)
3. How do forces of supply and demand interact to determine price in market economies? (SS4; SS6; SS7)
4. How does relative price, the price of one good or service compared to those of other goods and services, influence the behavior of consumers and producers? (SS4; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research and make plans for how to investigate those questions (1.1)

b. conduct research, including surveys and *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information relevant to research (1.4)

d. comprehend and interpret sources, such as books, news media, economic graphs and statistics, and direct observations, and evaluate their reliability (1.5; 1.7)

e. discover and evaluate patterns and relationships in observations and information (1.6)

f. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

g. apply economic concepts and principles and other acquired information and skills to different contexts in everyday life (1.10)

h. plan and make written, oral, and visual presentations (2.1)

i. exchange information, questions, and ideas in class discussions (2.3)

Sample Learning Activities

- Plot a *supply* curve for how many hours a week fellow students would be willing to spend cutting lawns at various rates of pay. How might the supply curve change if some variables change, such as students have access to much better lawn mowers, which increase their productivity or the cost of gasoline increases considerably? Share findings with local business people, and ask them how the study relates to their businesses.
- Using newspaper articles, predict economic ramifications of weather changes in other parts of the world (e.g., a frost in Brazil that kills coffee plants and orange trees may increase prices), design a study to test validity of the predictions, and report findings.
- Using studies from history, determine what jobs have increased and declined in demand over a given set of years.
- Design and carry out a study to find out how local businesses have taken steps to increase their *productivity*, why they did so, and what the costs and benefits were. Optional extension: Apply ideas learned from the study to the interpretation of events in history and current events, and communicate in some dramatic way a story about steps to increase productivity in some enterprise and the consequences that followed.
- For a given real-life case or for a case found in fiction, identify alternative consequences of a family or business decision about whether to use income for consumption, saving, or investment. Evaluate the decision, applying explicit criteria generated in class.

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. What consequences result when a family or business makes a major economic decision or has a pattern of economic decisions pertaining to the use its income, i.e., whether to use that income for consumption, saving, or investment? (SS4; SS6; SS7) 6. How do changes in interest rates affect savings, investments, and the demand for goods and services? (SS2; SS4; SS7) 7. What consequences result from the economic decisions of local governments? (SS2; SS4; SS6; SS7) 8. How do economic and political events and developments affect one another? (SS2; SS4; SS6; SS7) 9. How do events and developments in other regions and countries have economic effects on citizens of Missouri and the United States? (SS2; SS4; SS7)	j. assess costs, benefits, and other consequences of people's economic behavior (3.8) k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) l. practice honesty and integrity in academic work (4.4)	• Compare the strengths and weaknesses of Union and Confederate economies during the times of the U.S. Civil War and predict the effects of those strengths and weaknesses on the war's outcome. • Design and carry out a *field inquiry* study to investigate the likely impact of layoffs from a failing company on the community and show findings in some creative ways. (The same activity could be modified to investigate the likely impact of a new company moving to the community.) • Survey local athletic stores to investigate the *demand* for specific team memorabilia. Hypothesize reasons for the demand or lack of demand and predict how the demand might change in the future. • Investigate and report on businesses that have failed in the local community, identifying and categorizing the reasons why.

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. What factors are contributing/may contribute to changes in the demand, supply, and prices of specific goods and services? What are likely consequences of those changes? (SS4; SS7)
2. What short- and long-term consequences will likely result from economic decisions or economic decision patterns of individuals, businesses, or governments? What are the opportunity costs of decisions to consume, save, or invest in human or capital resources? (SS2; SS4; SS6; SS7)
3. What factors affect this (or another) nation's total production of goods and services, its productivity, its unemployment rate, and the stability

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research and make plans for how to investigate those questions (1.1)

b. conduct research, including surveys and *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information relevant to research (1.4)

d. comprehend and interpret sources, such as books, news media, economic graphs and statistics, and direct observations, and evaluate their reliability (1.5; 1.7)

e. discover and evaluate patterns and relationships in observations and information (1.6)

f. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

g. apply economic concepts and principles and other acquired information and skills to different contexts in everyday life (1.10)

h. plan and make written, oral, and visual presentations (2.1)

i. exchange information, questions, and ideas in class discussions (2.3)

Sample Learning Activities

- Trace articles in the newspaper to find indicators of changes in the *supply*, *demand*, and price of a good or service, and predict consequences.
- Using historical examples, explain how new technologies of the past have affected the supply of and demand for goods and services. Use that information to help make predictions on how new technologies of today will likely affect supply and demand in the future and discuss with classmates how those hypothesized changes should be considered when making personal plans for the future.
- Create advertisements for products that were in demand in earlier historical eras, which are no longer in demand, and be prepared to answer questions about the advertisements and about the research carried out upon which the advertisements are based.
- Interview business people to learn from them why and how they have increased productivity and what have been the consequences.
- In task forces, investigate major post-World War II economic changes, with each group focused on a single topic. Investigate using historical statistics, references on CD-ROM, other library resources, and interviews. Predict consequences of such changes and investigate whether the predictions in fact occurred. Debate which changes were most significant.
- Collect information about an economic system undergoing change, such as that of the Russian economy, and

III.D How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Economic Perspective)

What All Students Should Know

of its prices? What consequences will likely follow as a result of those developments? (SS2; SS4; SS7)

4. What consequences are likely when national governments change their *fiscal policies* or when central banks (e.g., the Federal Reserve Bank) change their *monetary policies*? Why are such policies changed? How shall a person evaluate those policies? (SS2; SS4; SS6; SS7)
5. How are changes in economic systems affecting individuals, businesses, households, and nations? (SS2; SS4; SS6; SS7)
6. How are government policies and economic conditions affecting one another? (SS2; SS4; SS6; SS7)
7. What factors have led to patterns of trade among nations and to changes in those patterns? What consequences will likely result from those changing patterns? (SS2; SS4; SS6; SS7)

What All Students Should Be Able To Do

j. analyze and evaluate people's economic decisions, considering short- and long-term consequences, costs and benefits, and whether the decisions resolved problems or created more new ones (3.8)

k. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)

l. practice honesty and integrity in academic work (4.4)

Sample Learning Activities

analyze the information in order to characterize the changes and predict their many consequences.

- In teams set up pretend stock market portfolios with assistance of a stock broker. Examine effects of national and world events upon the prices of stock in the portfolio.
- At the beginning of a school year, invent five very different fictitious, but plausible families (e.g., families with varied numbers and ages of their members, with varied levels of wealth and different occupations, etc.). Then, through the year, track developments in the news and hypothesize probable economic effects of those developments upon the families.
- Analyze a past, current, or proposed economic policy, predict consequences of the policy, determining whether it is likely to solve the problem to which it is applied, and evaluate the consequences. Then, participate in a debate on the policy.
- Using historical economic statistics, communicate the significance of those statistics in a variety graphic ways.

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- Where are the locations of current and historical events?
- What are the characteristics of the places of events? Why is it important to define places by both their cultural and physical characteristics?
- How may we use geographic representations, tools, and technologies to acquire, process, evaluate, and report information about places?
- How do the physical and cultural characteristics of places interact with each other, change, influence events and developments, and affect people's lives?
- How may we use the concept of region to interpret the earth's changing complexity?
- Why are geographic factors important for us to use when we analyze current and historical events and developments?

Because human events all occur someplace, it is critical that students be able to use a geographic perspective when examining those events. That perspective provides powerful tools and technologies (maps, globes, Geography Information Systems, etc.) for learning about the places of events. The perspective provides useful concepts for organizing and reflecting on place-related information pertinent to events. The perspective encourages people to consider the fact that the locations and characteristics of events may be a powerful influence on the nature, duration, and spread of the events; that any given place where people are present has both physical and cultural characteristics, which are in processes of change and interaction with one another; and that people and places are interconnected with one another in communication, transportation, and trade networks. In addition, the perspective encourages us to place events in the context of the whole Earth, applying the concept of region, which defines areas of the Earth in terms of some common characteristic, such as terrain, population density, dominant religion, political jurisdiction, economic production, the presence or absence of strife, and so on. In sum, students need the capacity to apply the geographic perspective in order to understand the dynamics of the world in which they live and be able to deal with that world in an informed, responsible manner.

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to the regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their units and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. Where are current events taking place? (SS5); SS7)
2. How do physical and cultural characteristics of our community compare to those of other communities? (SS5; SS7)
3. How do locations and characteristics of places vary in what they offer as settings for different human activities? (SS5; SS7)
4. How do physical processes shape features and patterns on the Earth's surface? (SS5; SS7)
5. What are causes and effects of human migrations and of different kinds of human settlement? (SS2; SS5; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research. (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. plan and conduct *field inquiries* into the local community to learn about its geographic characteristics (1.3)

d. use technological tools and other resources to locate information (1.4)

e. interpret geographic sources (maps, globes, aerial photographs, geographic models, etc.) and other sources (stories, books, news media, direct observations, etc.) to learn about locations, features, and *spatial relationships* (1.5)

f. make direct observations and examine maps, globes, and aerial photographs in order to determine geographic patterns and relationships (1.6)

g. evaluate the accuracy of information and the reliability of sources, and evaluate one's own *mental maps* to determine if they are adequate for understanding events and developments in the community, state, and nation (1.7)

h. organize data, information, and ideas into useful forms for analysis and presentation (1.8)

Sample Learning Activities

- Construct a pin map for current events.
- Collect geographic tools (maps, atlases, and aerial photographs, etc.) and demonstrate how to use them.
- Using maps drawn on the playground or large floor maps, show spatial relationships and how to move from one place to another.
- Have students make an animal atlas of the world in which they draw on maps the animals that are characteristic of different regions of the various continents. Draw conclusions about animal adaptations and habitat conditions, perhaps indicating which animals are endangered species. (Students might also be asked to make "house atlases.")
- Using one's own *mental maps*, answer questions about locations of places, and draw maps showing place locations and physical features. (Places should include home, school, neighborhood, state, and nation, and parts of the world the class has studied.)
- Match plants, animals, and terrains to regions of the United States or world. Describe how the plants, animals, and terrains are interrelated in ecological systems and how people use and sometimes misuse them.
- Draw a map showing how the school building and neighborhood have changed over time.
- Create a scale model or map of the local community showing locations of its key places. Explain locations of different districts and kinds of places in the community

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
6. How and why do different people perceive the same place in different ways? (SS5; SS6; SS7) 7. How do people depend on, adapt to, and change their physical settings? (SS2; SS5; SS6; SS7) 8. How do people define and use resources? How do their uses of resources affect environments? (SS2; SS4; SS5; SS6; SS7) 9. How may *regions* of Missouri, the United States, and the world be defined, described, and related to one another? (SS2; SS5; SS6; SS7)	i. make written, oral, and visual presentations; produce maps that communicate information and are visually pleasing (2.1) j. exchange information, questions, and ideas in class discussions (2.3) k. identify and describe problems in the school, neighborhood, and community (3.1) l. evaluate the extent to which strategies address the problems to which they are applied (3.7) m. use geographic information when making decisions, and explain reasoning used to support them (4.1) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. practice honesty and integrity in academic work (4.4)	and patterns of movement between them. Explain why certain essential services (police department, street lights, fire hydrants, etc.) are located where they are. • Create a newscast in the form of an in-depth special on one or more aspects of a region (climate, terrain, products, etc.) • Make a Missouri board game decorated with symbols for special places, landmarks, and key events. • Make a database of cities based on *relative and/or absolute location*, climate, and attractions. • Develop a travel brochure featuring human and physical characteristics of the local community. • Pretending you are a landform (mountain, canyon, mesa, etc.), tell the story of your birth and development. • Survey the community for human-made geographic features. List them, describe them, and explain how they relate to the physical landscape. • Investigate and show examples of how resource mining or development affects a place. If the effect is negative, make a decision on whether the benefits outweigh the costs. • Make a *T-chart* to compare the livability of places. Show the pros and cons of a place based on fixed criteria, such as weather, transportation, other geographical concerns, etc. Consider the fact that different people will have different criteria. Draw conclusions about desirability and make a decision.

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. Where are specific events taking place? Why in those *locations*? (SS2; SS5; SS7)
2. How may we use physical and human characteristics in describing and analyzing *places*? (SS5; SS7)
3. How do physical processes shape Earth's physical features and ecosystems? (SS2; SS5; SS7)
4. How does human activity make use of and affect physical environments (*human-environment interactions*)? Why do/should people monitor changes in the environment caused by natural and human factors? (SS2; SS5; SS7)
5. How have the ways in which resources are defined, distributed, and used affected events and

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. design and conduct *field inquiries* into the local community to learn about its geographic characteristics (1.3)

d. use technological tools and other resources to locate information (1.4)

e. interpret geographic sources (maps, globes, aerial photographs, models, databases, etc.) and other sources (news media, etc.) to learn about locations, features, and *spatial relationships* among places and regions (1.5)

f. make direct observations and examine maps, globes, and aerial photographs in order to determine geographic patterns and relationships (1.6)

g. evaluate the accuracy of information and the reliability of sources, and evaluate one's own *mental maps* to determine if they are adequate for understanding events and developments in the community, state, nation, and world (1.7)

Sample Learning Activities

- Using mental maps, locate places in the news, answer geographic questions such as what states or nations are located on the route between two places, and describe features of places.
- Use observation, maps, and other tools to identify, describe, and compare the physical and human characteristics of places and to make and test hypotheses about places.
- Tailor three descriptions of your community for three individuals, who vary by age, gender, and the place and culture from which they have come.
- Construct diagrams, maps, and verbal descriptions that explain the earth's physical forces and the processes that have produced renewable and nonrenewable resources.
- Create a *T-chart* with the left-hand column listing major migration *movements* in the United States and the right-hand column identifying the reason for the migration.
- In a team of students, design and produce a publication or presentation about regions of the world. Focus on the variety of ways of defining regions; compare regions; show how they interact, perhaps using transparency overlays; describe how they change; and explain causes and effects of people's changing images of them.

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
developments in the world? (SS2; SS5; SS7) 6. How may we analyze the world by *regions*? Why is it useful to do so? (SS2; SS5; SS6; SS7) 7. Why are there variations among people's mental maps and among their perceptions of places? (SS5; SS7) 8. How may geographic perspectives be used to help understand current and past events and developments and to plan for the future? (SS2; SS5; SS7)	h. organize data, information, and ideas into useful forms for analysis and presentation (maps, tables, web charts, etc.) (1.8) i. apply geographic information-processing skills, such as organizing the world by regions, looking for geographic patterns, and applying geographic concepts, to develop and clarify ideas (1.10) j. make written, oral, and visual presentations; produce maps that communicate information and are visually pleasing (2.1) k. exchange information, questions, and ideas in class discussions (2.3) l. identify and describe problems in the school, neighborhood, and community (3.1) m. evaluate the extent to which strategies address the problems to which they are applied (3.7) n. use geographic information when making decisions, and explain reasoning used to support them (4.1) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) p. practice honesty and integrity in academic work (4.4)	• Construct a web chart or yarn map that shows how the various regions of the United States and world relate to one another through trade, resources, and tourist attractions. Focus on ways that one region can alleviate the problems of another. • Compare United States population density maps from the mid-1800's Gold Rush era, the early 1900's immigration era, and the current era, and compose explanations. • Investigate and show examples of how people have adapted to and changed their physical setting in different times and places. • Look for relationships between geographical factors and historical developments, as would be explored in a study of questions like the following: "Why did the Greeks in Ionia and Attica develop a civilization and not Greeks in the hospitable western part of the Greek peninsula?" "Why did the Moslems so easily conquer the Byzantine civilization in north Africa?"

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content they are studying pertains to history or current events.)

1. Where are specific events taking place? Why in those locations? Is there a pattern of historical events in those locations? (SS2; SS5; SS7)
2. What are the causes and effects of change in the physical and human characteristics of one's locality and of other places? (SS2; SS5; SS7)
3. How are physical features and ecosystems of the earth distributed, affected by physical processes, and connected to one another? (SS2; SS5; SS7)
4. How does human activity use and change physical environments? How should such activity be evaluated? (SS2; SS5; SS7)
5. How and why do people monitor changes in the physical environment

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions and evaluate information and ideas (1.2)

c. design and conduct field inquiries and inquiries into databases to formulate and test hypotheses and to learn about geographic settings (1.3)

d. use technological tools and other resources to locate information (1.4)

e. interpret geographic sources (maps, globes, aerial photographs, models, databases, remotely sensed images, Geographic Information Systems, etc.) and other sources (news media, etc.) to learn about locations, features, and *spatial relationships* among places and regions (1.5)

f. make direct observations and analyze geographic resources in order to determine geographic patterns and relationships and expand and refine one's ideas (1.6)

g. evaluate the accuracy of information and the reliability of sources, and evaluate one's own *mental maps* to determine if they are adequate for understanding events and developments in the community, state, nation, and world (1.7)

Sample Learning Activities

- Develop case studies illustrating how technology increases people's control over nature (e.g., center pivot irrigation in southwest United States, canal system of early China, and tunnel connecting England and France). Show how that control has affected land-use patterns and living conditions.
- Using fiction and music, examine how people express attachment to places and regions and predict how the stories would need to be changed if they had different place settings.
- Analyze how human activity along Missouri's major rivers has changed the state in different times and locations, considering environmental, economic, political, and social ramifications. Display findings on maps.
- Using a Chamber of Commerce brochure format, show cultural and physical characteristics of the same place at different times (e.g., London as a Roman outpost in Britain, as a medieval trading center, and as seat of global empire in the 19th Century). Note which characteristics of the place have changed and which have remained the same.
- Determine why people chose to migrate to another place using primary sources to assess the relative influence of "pull factors" of the potential destination and "push factors" of the home area. Present findings in some visual format.

III.E How Do Events and Developments in this and Other Places Relate to Us and to Each Other? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
caused by natural and human factors? How might/should problems in the environment be defined and addressed? (SS2; SS5; SS7) 6. How do people's geographic perspectives, realities, and processes of change influence specific events and developments? How should such factors be considered when planning for the future? (SS2; SS5; SS7)	h. organize data, information, and ideas into useful forms for analysis and presentation (maps, tables, web charts, etc.) (1.8) i. apply geographic information-processing skills, such as organizing the world by regions, looking for geographic patterns, and applying geographic concepts, to develop and clarify ideas (1.10) j. make written, oral, and visual presentations; produce maps that communicate information and are visually pleasing (2.1) k. exchange information, questions, and ideas in class discussions (2.3) l. identify and describe problems in the school, neighborhood, and community (3.1) m. evaluate the extent to which strategies address the problems to which they are applied (3.7) n. use geographic information when making decisions, and explain reasoning used to support them (4.1) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) p. practice honesty and integrity in academic work (4.4)	• Conduct a survey to test the law of retail gravitation (i.e., the number of visits a resident of one area makes to competing shopping centers is inversely proportional to distances between the residential area and the two centers and directly proportional to town size). Prepare a report with relevant graphics to share with local business people. • Interview different people in the local area about their mental maps of the local area or about some other region in the world. To what extent are their perceptions similar? Expand this exercise by examining different world maps from the perspectives of other countries (e.g., a world map centered on China or with Australia at the top). • Develop maps or graphs to show relationships between cities of the Midwest by developing time-to-travel distance ratios for the shipping of products. Predict distribution and travel centers by examining U.S. maps and research the hypotheses by groups. How is Missouri affected by its location within the region, by transportation routes, and by current methods of transportation? • Use a computer database to divide the world into regions by social, political, and economic criteria. Display findings graphically and relate to current social and political issues. • Illustrate the movement of major ideas which have influenced large groups of people in history using models, maps, etc. (e.g., impact of Buddhism on the cultures of China, Southeast Asia, and Japan).

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- What are the rights and the responsibilities of citizens?
- What *civic dispositions* and traits of private and public character are important to the preservation and improvement of democracy?
- How can citizens participate in public life?

The Fundamental Question of this strand focuses on a matter of importance and complexity: namely, what is — and should be — the relationship between the lives of individuals and conditions in society. The civic-political perspective on the Fundamental Question asks teachers and their students to examine the question from the viewpoint of politics and government. This strand challenges teachers to help their students understand and appreciate the rights of citizenship, which have changed and been debated throughout our nation's history and will likely change and be debated in the future. The strand also challenges teachers to help students understand and appreciate the responsibilities that accompany those rights. Those responsibilities include a commitment to be informed about issues; to assess issues from the perspective of democratic values; to make informed, wise decisions; and to participate in the civic arena, exercising those rights found in the First Amendment as well as the right to vote.

Thomas Jefferson, in the *Declaration of Independence*, expressed the philosophy that all human beings are endowed with certain unalienable rights, "Life, Liberty, and the pursuit of Happiness" and that the reason why they establish governments is to protect those rights. Of course, the Declaration did not guarantee the rights, nor have the Bill of Rights or other laws. Those rights can only be guaranteed by a people who understand them and commit themselves toward their protection for all citizens. Hence, along with the rights of citizens is the importance for citizens to assume the challenge of civic responsibility. Simply establishing a republican or democratic form of government is no guarantee that system will endure. As George Washington said in his First Inaugural Address, "The preservation of the sacred fire of liberty, and the destiny of the republican model of government, are ... finally staked, on the experiment entrusted to the hands of the American people."

Lincoln in his Gettysburg Address expressed a similar view in 1863, when he said that our nation was "conceived in Liberty, and dedicated to the proposition that all men are created equal," but that with the great Civil War has come the test of "whether that nation or any nation so conceived or so dedicated can long endure."

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What does it mean to be a citizen in the United States? How does a person become a citizen? (SS1; SS3; SS6; SS7)
2. How are people's rights defined and protected in this and other societies? (SS1; SS3; SS7)
3. Why is it important for individuals to assume both personal and civic responsibilities? How do responsibilities relate to the rights of citizens and democratic ideals? (SS1; SS7)
4. How can Americans learn about issues of public concern, participate in, and try to influence events in their communities and governments? (SS7)
5. Who are the leaders in government and public service that affect us?

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5)

e. evaluate the accuracy of information and the reliability of sources (1.7)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts,* etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

j. identify and describe problems of the school or

Sample Learning Activities

- In a primary classroom, create a bulletin board focused on the topic of good citizenship in the classroom. As the school year progresses, have students revise the bulletin board by adding other qualities of good citizens as those qualities are exhibited in classroom behavior.
- Write a national anthem about citizenship using a tune like *My Country Tis of Thee* or an invented tune.
- Make illustrations and a display of the many ways that people may serve the public good.
- List the good things that go on in the local community and investigate who makes those things happen, who are the problem solvers and decision makers, and what is the nature of the problems they face and the decisions they make.
- Present Good Citizen Awards for people in the news and Golden Broom Awards to people who have made contributions to enhancing the environment. Decide on criteria and who should win using those criteria.
- Communicate in any of a variety of ways how to keep informed, design a plan for keeping informed, assess how well one is carrying out the plan, and modify the plan if needed.
- Create a story about boys and girls in the local community who act in ways that exemplify good citizenship and use that story as the basis for a personal plan on how to be more effective as a citizen.

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
What do they do? Why are volunteerism and leadership important? How should a person judge and select leaders? (SS1; SS3; SS7) 6. How can citizens, including elementary school students, have a positive effect on their communities? (SS1; SS3; SS7)	local community; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8) k. explain the reasoning and identify the information that may be used to support a decision (4.1) l. understand and apply the rights and responsibilities of citizenship in the school and community (4.2) m. identify and explain the duties and responsibilities of individuals in society (4.3) n. recognize and practice honesty in academic work (4.4) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Write a political endorsement of a friend who exhibits the qualities of good citizen and leader. Give examples and proof. • Write a description of a good citizen leader. • Draw a *T-chart* where the left column lists rights of citizens and the right column lists the responsibilities of citizens. Draw lines connecting rights and responsibilities that relate directly to one another, and explain the relationships. • Write a letter to a public official expressing a view on some issue studied.

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)

1. How does a person become a citizen? What is the meaning of citizenship in the United States? (SS1; SS3; SS6; SS7)
2. What are personal, political, and economic rights and responsibilities of United States citizens — adults and children? (SS1; SS2; SS3; SS4; SS6; SS7)
3. How may individuals participate in politics and organizations to achieve personal and social goals? (SS1; SS3; SS6; SS7)
4. How and why are political leadership and public service important for the common good? (SS1; SS3; SS6; SS7)
5. What are examples of social issues and dilemmas citizens and leaders face? How can/should citizens monitor public policy making,

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. comprehend and interpret sources, such as books, news media, and direct observations (1.5)

e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Examine and evaluate the test that the United States Government gives to aliens wanting to become naturalized United States citizens. Debate the issue of whether all citizens should be able to pass the test in order to qualify as voters.
- Communicate in any of a variety of ways the personal, political, or economic rights of adult and juvenile citizens. (In this activity the class would be divided into three groups, each group of which is assigned to focus on personal rights, political rights, or economic rights. Students share ideas from their groups in discussions with classmates.)
- Interview persons or fellow students from other nations. Ask them about the rights and responsibilities of citizens in those nations. Compare the results with the rights and responsibilities of citizens of Missouri and the United States.
- Communicate the meaning of important ideas from the Bill of Rights through some creative, artistic way (e.g., music, rap, drawings, dramatizations, etc.).
- Examine the Bill of Rights and consider how life would be different in the United States if some of the amendments were worded differently.
- Survey persons over the age of eighteen asking: (a) if they are registered to vote, (b) if they voted in the last three elections, which include local and off-year elections, and (c) if they felt comfortable with their level of knowledge

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
analyze and evaluate issues, and influence policy-making processes? (SS1; SS2; SS3; SS4; SS5; SS6; SS7) 6. How can citizens, including middle school students, have a positive effect on their communities? (SS1; SS3; SS6; SS7) 7. What is the role of the government and government agencies in protecting the individual and the environment? (SS1; SS2; SS3; SS6; SS7)	j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6) k. analyze and discuss public issues: applying democratic ideals, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2) l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1) m. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2) n. identify and explain the duties and responsibilities of individuals in society (4.3) o. recognize and practice honesty in academic work (4.4) p. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	prior to voting. Write up the results using bar graphs or posters, and report findings. • Identify from current or historical sources examples of issues where basic rights are involved. For one given case, list and describe the facts of the case and define the issues. Then, participate in a debate on the issue as advocate or as critical listener. Conclude the activity by taking a stand in a position paper format or some other format. • Identify current issues involving constitutional rights and determine if the similar issues were subject of debate when the Constitution was drafted and ratified. • Interview public officials whose jobs are to protect citizens in various ways in order to learn how they prepared for and obtained their jobs and to learn what they do. Predict how things would be different if their jobs did not exist.

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How do concepts of "citizen" and "citizenship" vary among nations? (SS1; SS2; SS3; SS6; SS7)
2. What are the personal, political, and economic rights of citizens? What are the sources of those rights? In what historical and contemporary issues are those rights involved? (SS1; SS2; SS3; SS4; SS6; SS7)
3. What are the personal and civic responsibilities of citizens? When do civic obligations imply that personal desires and interests be subordinated to the public good? (SS1; SS2; SS3; SS6; SS7)
4. What traits of character and *civic dispositions* are important to the preservation and improvement of American representative democracy? (SS1; SS2; SS3; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. comprehend and interpret sources, such as books, news media, and direct observations (1.5)

e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Compare processes by which aliens become citizens in different countries and the openness of various nations to assimilating people of different nationalities.
- Analyze the text of the United States Constitution in order to deduce the rights of citizens; categorize them as personal, political, or economic; identify how those rights might be abused; identify responsibilities to accompany each right; and present findings through posters or dramatizations for audiences of other students, parents, and community.
- Analyze the text of the First Amendment, focusing on the sequence of ideas presented in it in order to infer the thinking of its framers. Describe the implications of the amendment for today.
- Study those portions of the Constitution that focus on the rights of citizens. List questions on what the text may mean and seek answers to the questions in the course of United States history studies.
- Debate the pros and cons of community service being a graduation requirement.
- Select a contemporary song which pertains in some way to the idea of civic responsibility. Analyze the lyrics to determine whether its opinions and ideas reflect or contradict an interest in the common good.
- Compare current or past leaders from the perspective of the *bases of their power*, that is, is the power based on

IV.A How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Civic-Political Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. Upon what *bases of power* do different leaders depend? How should a person's leadership be evaluated? (SS1; SS2; SS3; SS6; SS7) 6. What social issues do citizens and leaders face? How can/should citizens inform themselves, analyze and evaluate issues, and influence public policy making? (SS2; SS3; SS6; SS7) 7. How may citizens strive to achieve personal and social goals by participating in politics and voluntary organizations? (SS2; SS3; SS6; SS7) 8. How can citizens, including high school students, have a positive effect on their communities? (SS1; SS2; SS3; SS6; SS7)	j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6) k. analyze and discuss public issues: applying democratic ideals and constitutional principles, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2) l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1) m. analyze the processes used in investigating questions under consideration and in making decisions and revise processes if they are not working well (3.4) n. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2) o. identify and explain the duties and responsibilities of individuals in society (4.3) p. recognize and practice honesty in academic work (4.4) q. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	legitimate authority (law or custom), respect, charisma, expertise, coercion, the capacity to reward people, or some combination of those bases of power. • Identify a problem in the local community, develop strategies for solving the problem, evaluate proposed solutions to the problem, and communicate the solution to an audience.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do personal decisions sometimes have public ramifications?
- How do individuals and private organizations strive to influence political systems?
- How do political decisions affect people's lives as individuals and members of groups?
- What common characteristics are shared by societies with a high degree of personal freedom?
- How through volunteer service may citizens have a positive impact on their communities?

Civilized life depends upon much more than a society's political system. It also depends upon the *civil society*, those voluntary, personal, social, and economic relationships and organizations that are not part of the government. To cite one example: families — not governments — raise children, and the future of civilized life depends very much upon how well families rise to that challenge.

Totalitarian and democratic societies have been poles apart in their conceptions of the ideal relationship between government and the civil society. In totalitarian societies the institutions of civil society are expected to be arms of active, loyal support for the government, whether those institutions be family, school, church, political party, social club, or business. In democratic societies, on the other hand, the ideal is that the institutions of civil society are guaranteed considerable autonomy, because those societies are committed to the value of human freedom. The United States, for example, protects such autonomy in its Constitution (see especially the Amendments I, IV, and IX in the Bill of Rights and Amendment XIV).

A major challenge of citizenship, here defined as "the quality of an individual's response to membership in a community" (*Webster's New Collegiate Dictionary*, 1979), is for individuals to participate *ethically* in the civil society in accordance with their own conscience, while at the same time respecting and according the same right for others. Such participation would be far from uniform, because people vary in their interests, personal beliefs, and talents. Hence, the participation may take place in various forms in the contexts of family, religious congregation, service club, music or art group, charitable organization, professional organization, political party, or athletic league. Whatever the group, however, there are decisions to be made, responsibilities to be undertaken, and possibilities of public service in one form or another. In those communities where the civil society is strong, the communities are richer, more wholesome places in which to live.

This strand cannot guarantee that students will rise to the challenge of ethical, responsible participation in the civil society in their private lives. It can, however, help them understand that democratic systems are fragile, being dependent upon the personal and collective behavior of their citizens and a workable balance between diversity and social cohesion.

With this strand students should learn that in this and other democratic societies there are many voluntary groups and organizations through which citizens may work to promote the common good in a variety of ways. This strand can also be used to help students learn skills helpful in participating in an informed, rational manner in such groups, applying problem-solving skills in group contexts, where decisions may be made informally or using some forms of parliamentary procedure.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. How do rules and laws affect our lives and families? (SS1; SS2; SS3; SS6; SS7) 2. What happens when someone fails to carry out his or her responsibilities? (SS6; SS7) 3. How do groups and institutions in the community help to meet individual needs and promote *the common good*? (SS2; SS6; SS7) 4. How can we work to make our school and community a better place? (SS6; SS7)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions to initiate research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8) g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10) h. plan and make written, oral, and visual presentations for a variety of purposes and audiences. (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)	• Identify examples of how what a person wants to do may need to be restricted for the good of others. Use problem-solving strategies to identify ways in which people can make reasonable compromises of their own wants for the good of the group. Analyze and evaluate existing solutions to such problems. • Identify characters in stories from children's literature who fail to carry out their responsibilities. Dramatize consequences of their irresponsibility and dramatize what would have happened if they had carried out their responsibilities. Stories like *The Three Little Pigs* and *The Little Red Hen* could be used in this activity to show consequences that follow when responsibilities are not carried out. • Make a list of things that could be done to make your community a better place and indicate which items on the list you can do, cannot do, or choose not to do. Discuss how the term "responsibility" may relate to that list. • Develop and refine a system for listing responsibilities and keep track of how those responsibilities are being carried out. • Using situations found in children's literature, movies, and real life, identify situations where there are problems in a community that cry out for some solution. Define those problems, propose alternative solutions, assess the solutions using appropriate criteria, and decide what should be done.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	j. identify and describe problems of the school or local community; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8) k. explain the reasoning and identify the information that may be used to support a decision (4.1) l. understand and apply the rights and responsibilities of citizenship in the school and community (4.2) m. identify and explain the duties and responsibilities of individuals in society (4.3) n. recognize and practice honesty in academic work (4.4) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Based on readings of books by Virginia Hamilton, such as *Many Thousand Gone* and *The People Could Fly*, or books by Patricia McKissack, such as *Christmas in the Big House, Mirandy and Brother Wind*, and *Sojourner Truth: Ain't I a Woman?*, or books of other appropriate authors, discuss with students the effects of government, community, and family rules on people's lives. • Create a chart that shows categories of help or cooperation possible among classmates after the class will have discussed specific kinds of help students can provide to each other. • Plan a classroom event celebrating the individual and the community. Brainstorm ways to demonstrate and symbolize the two concepts and to communicate their importance. Carry out the event involving students of other classes and parents. • Investigate and report on how a good work ethic makes the community a better place.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)

1. How do some personal decisions affect others? (SS2; SS6; SS7)
2. What voluntary organizations serve social needs in the local community? (SS2; SS6; SS7)
3. How do political decisions have an impact on the lives of people as individuals and as members of groups? (SS2; SS3; SS6; SS7)
4. Which *societies* allow/do not allow individuals a high degree of personal freedom? What characteristics do those societies have in common? (SS2; SS3; SS6; SS7)
5. How may citizens, including middle school/junior high students, personally or through organizations, work to promote the common good through community service or

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research, including local *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. comprehend and interpret sources, such as books, news media, and direct observations (1.5)

e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- List examples of personal decisions that people make that have significant consequences for self and others. Predict consequences of those decisions, evaluate the decisions, and draw conclusions.
- Design and conduct a field study to gather information about how people in the local community engage in a variety of public service activities. Dramatize findings for audiences of students, showing what was learned, and lead the audiences in discussions of how civic action through public service has made the community a better place.
- Compare the United States to other countries that also have a high degree of personal freedom. Describe characteristics that the United States and the other countries have in common.
- In classroom group or small group, identify a problem in the local community. Suggest alternative solutions to the problem, evaluate the alternatives in light of explicit group-identified criteria, and decide what is the best solution to the problem.
- List ways employee attendance at work affects the success of other employees and the company. Verify ideas by interviews.
- Design and participate in a community service project. Evaluate and report on the experience.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
political activity? Why do people volunteer to participate? (SS6; SS7)	j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6) k. analyze and discuss public issues: applying democratic ideals, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2) l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1) m. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2) n. identify and explain the duties and responsibilities of individuals in society (4.3) o. recognize and practice integrity in academic work (4.4) p. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Compile a list of summer community service activities or projects in which students from the school could participate. • Review major public issues and problems in the local community, utilizing a community study, if available. Determine which issues are social/cultural in nature, and suggest solutions.

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What are examples of personal decisions that have short- and long-term effects on society? How should such decisions be made and evaluated? (SS2; SS6; SS7)
2. How do voluntary organizations serve social needs in the local community, state, nation, and world? (SS2; SS6; SS7)
3. How do political decisions have short- and long-term effects on the lives of people as individuals, members of groups, and members of society? (SS2; SS3; SS6; SS7)
4. In what ways can citizens, including high school students, work personally or in organizations to promote the common good through community service or political activity? (SS2; SS3; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research, including local *field inquiries*, to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. comprehend and interpret sources, such as books, news media, and direct observations (1.5)

e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Interview personnel officials from a variety of businesses that hire high school students and young adults in order to develop lists of responsibilities employees must carry out to perform their jobs. Categorize those responsibilities, and explain why each category of responsibility is important for the success of the business and protection of the general public.
- Generate a list of adults who have expertise with regard to personal decisions high-school-age students make that have significant short- and long-term consequences for themselves and for society. Survey those adults, and present findings in creative ways to audiences, such as junior and senior school high students or adults.
- Investigate the variety of ways civic organizations work to promote the common good in the community. Prepare a directory of such organizations, describing what they do and informing readers how they may assist them.
- Given a list of five local charities, investigate what those charities do, and rank those charities using explicit, class-developed criteria to determine which of those charities are of greatest importance.
- Investigate and evaluate in the light of democratic ideals and conditions of the times those policies of the United States government that had a profound impact upon the lives of people belonging to a racial, ethnic, or nationality group (e.g., African-Americans during Reconstruction, Native-American Indians throughout the history of the United States, or Japanese-American citizens and aliens during World War II).

IV.B How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Social-Cultural Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
5. How may *societies* that protect personal freedom be contrasted to societies that restrict personal freedom? (SS2; SS3; SS6; SS7)	j. identify and define problems facing the school and local community; work with others to address those problems; propose strategies to prevent or resolve the problems; examine the problems and strategies from multiple perspectives; evaluate the extent to which the strategies address the problem; and assess the costs, benefits, and other consequences of the strategies (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.6) k. analyze and discuss public issues: applying democratic ideals and constitutional principles, clarifying the facts of the case, and evaluating the conflicting interests and points of view, alternative positions, and the reasoning used to support the alternative positions (1.6; 3.1; 3.2; 3.3; 3.5; 3.6; 3.8; 4.1; 4.2) l. make informed, reasoned decisions (decisions that consider alternatives and their probable consequences; identify, prioritize, and apply criteria for judging the alternatives; etc.); explain the reasoning and information that may be used to support decisions (4.1) m. analyze the processes used in investigating questions under consideration and in making decisions and revise processes if they are not working well (3.4) n. understand and apply the rights and responsibilities of citizenship in local, national, and international communities (4.2) o. identify and explain the duties and responsibilities of individuals in society (4.3) p. recognize and practice integrity in academic work (4.4) q. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Contrast the relationship between *civil society* and government in democratic and totalitarian systems focusing on a single example of those relationships (e.g., between church and state, family and state, or business and state). • Study how the local city council operates and simulate it in the classroom, discussing ordinances that relate directly to the private lives of citizens and to groups within the community. • Produce an alphabetized directory of major organizations people have created to safeguard individual rights and to promote other democratic ideals, such as patriotism, public safety, equality, and the general welfare.

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address as they study history:

- How have relationships between individuals and governments varied in different times and places? What theories have been espoused to justify those various relationships?
- Why have individuals and private groups become motivated to engage in political activity and public service?
- How have individuals and private groups taken action to influence decisions pertaining to public policy?
- How have the ideals of individualism and concern for the common good sometimes come into conflict and manifested themselves in different times and places?

The relationship between individuals in *civil society* and their governments have varied considerably throughout history, depending upon the political system (hereditary monarchy, theocracy, totalitarian dictatorship, democracy, etc.) and its supporting theories or ideologies (divine right of kings, social contract, etc.). Moreover, throughout history and for a variety of reasons, different individuals and private groups have been motivated to support change or the status quo in matters of public policy.

This strand engages students in explorations of such matters with the intent of helping them place in historical perspective the relationship between individuals in civil society and their governments. With such a perspective, students will learn that the practices of today have grown out of past human experiences and people's interpretations of those experiences. Students will also learn that the practices of today often differ profoundly from those experienced by people living in other times and places. The historical perspective makes it possible for students to gain insight into the consequences other systems have for the lives of their peoples and may contribute to deeper commitments to the democratic ideals upon which this system is based.

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How have the actions of government officials and private citizens committed to public service had an impact upon the lives of people in my family, my community, other communities, Missouri, and the United States? What motivated them? What choices did they face? What decisions did they make? What did they accomplish? (SS2; SS6; SS7)
2. How did their accomplishments advance one or more democratic ideals, such as freedom, justice, equality, and promotion of the common good? (SS2; SS6; SS7)
3. What skills and qualities of character did they need to accomplish what they did? (SS2; SS6; SS7)
4. How are democratic ideals celebrated in our nation's holidays? (SS2; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5)

e. evaluate the accuracy of information and the reliability of sources (1.7)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts in the school and community (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

j. explain the reasoning and identify the information that may be used to support a decision (4.1)

Sample Learning Activities

- In a primary classroom, have students communicate the meaning of the words in the Pledge of Allegiance to the Flag in any of a variety of ways.
- Make a special Wall of Fame (classroom, school, community, cultural group, Missouri, United States, etc.) using student-developed criteria for selections.
- In a primary classroom, construct a "Wall of Fame" for public heroes like George Washington, Susan B. Anthony, and Martin Luther King, Jr. Students could honor those people with pictures, symbols, and words.
- Write and publish character sketches of men and women from local, state, national, or world history, focusing on their ideals, what motivated them, and their leadership.
- For one or more democratic ideals (e.g., freedom, justice, equality, etc.) or ethical standards (e.g., responsibility, compassion, honesty, etc.), find examples of people from history who have lived by and promoted those values or standards and show creatively how they have done so.
- Create a poster, mural, or dramatization depicting the meaning of the Pledge of Allegiance or the meaning of one or more national holidays.
- Identify a local business leader and, based upon research, identify that person's contributions to the local community.

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	k. evaluate the actions of people from history applying, as appropriate, democratic ideals (freedom, justice, equality, domestic peace, concern for the general welfare, etc.) and ethical standards (honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, compassion, etc.) (4.3) l. recognize and practice honesty in academic work (4.4) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)

1. How have the actions of individuals served to promote the common good in this and other societies? What were their motivations, goals, challenges, and achievements? How should we evaluate their efforts? (SS2; SS6; SS7)
2. In what ways have responsibilities of private citizens to the public good changed/stayed the same over time? Why? (SS2; SS6; SS7)
3. How have ideas in the Constitution, as changed by amendment and interpretation, and other laws affected relationships between individuals and government and between individuals and *institutions in civil society*? (SS1; SS2; SS3; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. interpret and evaluate primary and secondary historical sources (1.5)

e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6)

f. organize data, information, and ideas into useful forms (outlines, time lines, *web charts*, *T-charts*, *flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Create political cartoons that compare the responsibilities of American citizens during different times in history (e.g., times of war vs. times of peace).
- Based on library and other research, study and report on the lives of different men and women who contributed to the common good of the community, state, nation, or world.
- Conduct research into the life of a man or woman of the present day or from history who has contributed to the common good of the community, state, nation, or world. (a) Communicate findings in creative ways, such as dramatizations, drawings, collages, comic books, and biographies, or (b) assume the role of that person and join in conversation with students who are assuming roles of other such people to discuss the responsibilities of private citizens to the common good.
- Study the text of the Constitution, as amended, to find specific language that guarantees to citizens some autonomy from government and guarantees their right to participate in groups that are part of civil and political society. While studying United States history, trace the history of those guarantees and record findings on a timeline or by some other graphic means.
- Find and trace by timeline examples of laws that have affected relationships between individuals and the institutions of *civil society* (Jim Crow laws, public accommodations laws, minimum wage laws, etc.).

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
4. How has the issue of the conflict between the demands of personal responsibility and the demands of civic responsibility varied over time? (SS2; SS6; SS7)	j. evaluate the actions of people from history applying, as appropriate, democratic ideals (freedom, justice, equality, domestic peace, concern for the general welfare, etc.) and ethical standards (honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, compassion, etc.) (4.3) k. recognize and practice integrity in academic work (4.4) l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Research trends with regard to whether private groups or governments provide services to people in need (the elderly, the sick, children, etc.). • Research prominent business people to learn about their contributions and how their decisions have affected the common good of the community, state, nation, or world.

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. How have the actions of individuals impacted upon the common good in this and other societies? What were their motives, goals, challenges, and achievements? How should we evaluate their efforts? (SS2; SS6; SS7)
2. How have responsibilities of private citizens to the common good changed over time in this and other cultures? How have responsibilities of governance systems to the common good changed over time in this and other cultures? What factors have caused those changes? (SS2; SS3; SS6; SS7)
3. What ideas and movements influenced the framers of the Declaration of Independence and the United States Constitution? (SS1; SS2; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. interpret and evaluate primary and secondary historical sources (1.5)

e. evaluate information, ideas, and arguments to determine viewpoints, credibility of sources, and cause-effect relationships (1.6)

f. organize data, information, and ideas into useful forms (outlines, timelines, *web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply acquired information, ideas, and skills to different contexts (1.10)

h. plan and make written, oral, and visual presentations for a variety of purposes and audiences (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Study those portions of the Constitution that focus on the rights of citizens. List questions on what the text may mean and seek answers to the questions in the course of United States history studies.
- Analyze the text of the First Amendment, focusing on the sequence of ideas presented in it in order to infer the viewpoint of its framers. Describe the implications of the amendment for today.
- Draw a timeline indicating the evolution of rights held by different groups of Americans from 1791 to the present.
- After studying biographical information about a famous American person from history, assume the role of that person and address the class about any problems pertaining to the rights or responsibilities of citizenship about which he or she was concerned.
- Trace the applicability of the United States Bill of Rights to state and local governments from 1791 to the present. In the process study the text of the Fourteenth Amendment, and examine the theory of incorporation in the light of Supreme Court cases (e.g., Chicago, Burlington & Quincy Railroad Co. v. Chicago; Gitlow v. New York; Near v. Minnesota; Stromberg v. California; Mapp v. Ohio; Gideon v. Wainwright; and Abington Township v. Shempp). Findings may be shown on a timeline. (A user-friendly reference for high school students on the theory of incorporation is John Patrick, *The Young Oxford Companion to the Supreme Court of the United States*, New York: Oxford Press, 1994.) Optional extension: Create a similar timeline

IV.C How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Historical Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
4. How have the rights of citizens changed through the history of the United States as the Constitution has been amended and reinterpreted? (SS1; SS2; SS6; SS7) 5. How have conflicting demands of personal responsibility and civic responsibility varied over time in the history of this and other societies? (SS2; SS6; SS7)	j. evaluate the actions of people from history applying, as appropriate, democratic ideals (freedom, justice, equality, domestic peace, concern for the general welfare, etc.) and ethical standards (honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, compassion, etc.) (4.2) k. recognize and practice integrity in academic work (4.4) l. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	pertaining to the changing responsibilities of citizens, and determine what factors have caused changes in those responsibilities over time. • Find folk songs or popular songs from the past that pertain in some way to the rights and responsibilities of citizenship and assess whether the ideas in the lyrics communicate well the rights or responsibilities of citizenship. • Plan and carry out a meeting of students in class with local business people as resources to identify and examine dilemmas the business people face pertaining to choices between responsibility to self and company versus responsibility to employees and society. (Sample dilemmas include decisions about whether companies should provide day care for the children of their employees, provide medical insurance benefits for their employees, purchase expensive anti-pollution devices, drug test their employees, and establish and carry out their own affirmative action programs.) After identifying a long list of such issues, study a few of them using cost-benefit analyses, and hypothesize how and why those issues would have been resolved differently in other historical eras. Investigate the hypotheses, and present findings in creative ways to the business people and others in the community. • See the Sample Performance Activities listed for Level 5-8. Several of them would also apply here, being focused on different specific historical content, which may be found in high school programs.

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- Why and how do individuals make economic decisions? What impact do those decisions have on themselves and others?
- Why is it necessary for governments to produce public goods to satisfy some economic wants?
- How do some private economic decisions affect the welfare of third parties?
- How do government actions affect the economic options of individuals and households?

From an economic perspective the lives of individuals and conditions in society certainly do affect one another, with government playing an important part in that relationship. Following are a few of the reasons why individuals, governments, and social-economic conditions are in dynamic relationship:

Not all economic wants can be satisfied through private life decisions in a market economy. To be sure, many economic wants can be met by consuming *private goods.* Private goods have two characteristics: producers can withhold them from people who refuse to pay for them, and those who pay for them can prevent others from consuming them. Food is an example of a private good. A person who produces food can refuse to provide it for a person who is unwilling to pay for it. Moreover, the food, if someone eats it, is not available for someone else. Not all human wants, however, can be met by private goods. National defense, fire protection in crowded neighborhoods, an educated citizenry, and flood control are examples of *public goods* in that these are goods and services producers cannot withhold from individuals who refuse to pay for them. They are also goods that cannot be consumed exclusively by an individual or group of individuals. Public goods cannot be provided adequately by private individuals in a market system because private businesses tend not to produce things for which people choose not to pay, and consumers tend not to pay for goods and services that are available to others at no cost. Hence, governments produce public goods and tax people to pay for producing them. If they did not do so, quality of private life would be in danger. That is, some very important human wants like national defense and public safety would not be satisfied.

Some private economic decisions have public ramifications. Some private economic decisions may be attended by externalities, which economists define as spill-over effects of production of consumption decisions that affect the welfare of people who are not parties directly involved in an economic exchange. The externalities may be positive, as in the case of an individual who invests in the education of self or family, which may benefit not only those who receive the education, but also employers and the community at large. Governments may try to promote such positive externalities — third-party benefits — by subsidizing costs of production.

The externalities may also be negative, as in the case of decisions of business that cause pollution or decisions of individuals to smoke, which may pose health risks to others from second-hand smoke. Governments may try to regulate people's behavior or to tax and make corrections in order to reduce such negative externalities, i.e., third-party costs.

All economic decisions of governments have private-life ramifications. When governments tax, spend money, and enforce regulations, they affect the private lives of individuals and households.

The focus of this strand is on helping students attain the knowledge base and skills that will help them in analyzing decision situations and in making rational decisions, both as private individuals and as members of the citizenry, who are called upon to vote on issues that have heavy economic overtones.

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.)

1. What private-life economic decisions do consumers and business people make in neighborhoods and communities? How should they make such decisions *rationally*? (SS4; SS7)
2. What are the *opportunity costs* and benefits of economic decisions pertaining to major purchases, saving or spending money, and making investments in oneself through training and education? (SS4; SS7)
3. How do some individual economic decisions affect the welfare of other people in the community? (SS4; SS6; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions to initiate research (1.1)

b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.6)

c. design and conduct surveys and *field inquiries* to study economic phenomena in the local community (1.3)

d. use technological tools and other resources to locate information (1.4)

e. comprehend and interpret sources, such as stories, books, news media, and direct observations (1.5)

f. evaluate the accuracy of information and the reliability of sources (1.7)

g. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

h. apply economics concepts and reasoning to everyday life (1.10)

i. plan and make written, oral, and visual presentations (2.1)

Sample Learning Activities

- Conduct a survey to construct a list of commonly-made economic decisions of students and adults. Distinguish between those decisions that are major and those that are minor by identifying *opportunity costs* and their relative significance.
- Examine literature for examples of economic decision making and analyze the consequences of the decisions for the decision maker and others. (Possible literature may include *A Coat for Anna* by Harriet Ziefert, *Something Special for Me* and *A Chair for My Mother* by Vera Williams, *Shoeshine Girl* by Clyde Robert Bulla, *The Trading Game* by Alfred Slote, *Homer Price* by Robert McClosky, and *Chicken Sunday* by Patricia Polacco. Some Berenstain Bear books also deal with economic decisions.)
- Identify from a catalog a list of "the best things for me to buy," assuming a $100 spending limit. Identify the opportunity costs of some of the items.
- In group discussions, apply a *rational decision making process* to the making of various economic decisions.
- Create and present a story about how one foolish economic decision leads to unfortunate consequences for oneself and for others in the family and community.
- Compose questions for guest speakers — school or government leaders — about the difficult economic decisions they have had to make.
- With assistance from a librarian, seek sources for economics-related stories that show the relationship between private-life choices decisions and economic conditions in society.

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	j. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) k. identify and describe economic decisions to be made in the local community; identify decision alternatives; examine the alternatives from multiple perspectives, considering different criteria; evaluate the extent to which the alternatives are consistent with the criteria; assess the costs, benefits, and other consequences of the alternatives; and explain the reasoning in support of the decision that was made (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.1) l. recognize and practice honesty in academic work (4.4) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.) 1. What economic decisions do consumers and businesses make every day? (SS4; SS7) 2. What are the *opportunity costs* of economic decisions made by consumers and businesses? What are short- and long-term consequences of those decisions? How should people make *rational economic decisions*? (SS2; SS4; SS5; SS6; SS7) 3. How do some personal and business economic decisions affect the public good in the community? How should those decisions be analyzed and evaluated? (SS2; SS4; SS5; SS6; SS7) 4. How do government programs, taxes, and regulations, as well as charities and private schools, affect	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.6) c. design and conduct surveys and *field inquiries* to study economic phenomena in the local community (1.3) d. use technological tools and other resources to locate different sources of information (1.4) e. comprehend and interpret sources, such as books, news media, economic statistics, graphs, charts, and direct observations (1.5) f. evaluate the accuracy of information and the reliability of sources (1.7) g. organize data, information, and ideas into useful forms (outlines, *web charts, T-charts, flow charts,* etc.) for analysis and presentation (1.8) h. apply economics concepts and reasoning to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1)	• Using newspapers, advertisements, and catalogs as sources for prices of goods and services, determine which goods and services a family with a certain income could afford. Predict consequences of a family spending more than it can afford, and check the accuracy of the predictions by interviewing people with expertise in matters of family finance. • Use an economic *decision-making grid* to assist in making a *rational economic decision* (i.e., determining which economic choice is the best from among alternatives for an individual after selecting economic goals). Decisions may be private decisions (consumer or work-related) or public (local school tax issue, changing hours at the public library, etc.). • Using a variety of news sources, identify recent government actions on national and state levels. Chart the probable effects of the actions on individual, family, and business economic options. • Using a circle graph, diagram one's own use of time during the week. Compare the graph with that of an adult in the local community, paying special attention to the proportion of time spent in civic matters. • Design and conduct field studies (e.g., surveys or interviews of representative samples of business people, union leaders, and government officials) to investigate the effects of laws and government regulations on local

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
individual and family economic options? What issues are being debated in this area? How could those issues be analyzed and resolved in some specific cases? (SS2; SS4; SS6; SS7)	j. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) k. describe economic decisions to be made; identify decision alternatives; examine the alternatives from multiple perspectives, considering different criteria; evaluate the extent to which the alternatives are consistent with the criteria; assess the costs, benefits, and other consequences of the alternatives; and explain the reasoning in support of the decision that was made (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.1) l. analyze the duties and responsibilities of individuals in society as they make economic decisions (4.3) m. recognize and practice honesty in academic work (4.4) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	businesses and the community. Prepare a T-chart to help assess benefits and costs of the laws and regulations. • Conduct research to find answers to this question, "Why do some jobs pay more than others?"

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. What short- and long-term consequences and *opportunity costs* accompany specific economic decisions made by consumers, workers, and business people? How could they make rational economic decisions? (SS2; SS5; SS6; SS4; SS7) 2. How do some personal and business economic decisions affect the public good in the community, nation, and world? How could those decisions be analyzed and evaluated? (SS2; SS4; SS5; SS6; SS7) 3. How do government programs, taxes, and regulations affect options of men, women, families of different social classes, businesses, communities, and regions? Similarly, how do decisions of other organizations affect people's lives? What issues are	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions and ideas to initiate and refine research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and idea. (1.2; 1.6) c. design and conduct surveys and *field inquiries* to study economic phenomena in the local community (1.3) d. use technological tools and other resources to locate different sources of information (1.4) e. comprehend and interpret sources, such as books, news media, economic statistics, graphs, charts, and direct observations (1.5) f. evaluate the accuracy of information and the reliability of sources (1.7) g. organize data, information, and ideas into useful forms (outlines, *web charts*, *T-charts*, *flow charts*, etc.) for analysis and presentation (1.8) h. apply economics concepts and reasoning to everyday life (1.10) i. plan and make written, oral, and visual presentations (2.1)	• Design and conduct a survey to identify significant *economic decisions* being made by high school students and recent graduates. Communicate findings of the survey to audiences of high school students through dramatizations, following which involve the audiences in discussion of the likely consequences of the various decisions shown in the dramatizations. • Keep a log of one's own economic decisions and project consequences. For those that have significant consequences, differentiate between consequences that are short-term and consequences that are long-term. Evaluate the decisions. • Identify likely consequences and opportunity costs of past or current economic decisions made by governments or other economic institutions. Evaluate the decisions using a *decision grid*. • With assistance of resource people from the local Chamber of Commerce or County Planning Commission, create an economic development plan for the local community, which includes public costs of such matters as streets, sewers, and utilities. • Chart U.S. economic aid to other countries and assess the benefits to this and the other countries. • Design and participate in a simulation activity involving the challenge of identifying alternative ways of balancing the federal budget and making decisions on which alternatives to choose.

IV.D How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Economic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
being debated in this area? How should those issues be analyzed and resolved in specific cases? (SS2; SS4; SS5; SS6; SS7) 4. Why do individuals, groups, and organizations vary in their evaluations of public policies that have economic implications? How do they try to influence political decision making? (SS2; SS4; SS6; SS7)	j. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) k. describe economic decisions to be made; identify decision alternatives; examine the alternatives from multiple perspectives, considering different criteria; evaluate the extent to which the alternatives are consistent with the criteria; assess the costs, benefits, and other consequences of the alternatives; and explain the reasoning in support of the decision that was made (3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 4.1) l. analyze the duties and responsibilities of individuals in society as they make economic decisions (4.3) m. explore, prepare for, and seek educational and job opportunities (4.8) n. recognize and practice honesty in academic work (4.4) o. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6)	• Research how variations in population density affect the economic options of individuals and communities.

K-12 Content Overview

This strand raises important questions for social studies students/citizens to address:

- How do human activities affect places and regions, sometimes giving rise to public policy issues and controversies?
- How may geographic knowledge, skills, and perspectives be used to help individuals make responsible decisions in their private and public lives?
- What are public consequences of decisions that disregard a geographic perspective?
- What is the practical role of geography in planning for the future?

To the person familiar with history and current affairs who reads the above questions, it is clear that this strand is an important one. People make many decisions in their private lives that relate to geography and affect the environment. Those decisions pertain to where to build or buy a house, how to dispose of trash, and how to vote on issues that pertain to land use in the local community. Many of those decisions, while private, also have public ramifications. For example, should people who build their homes on flood plains expect to receive federal funds if their homes are inundated by floods? Should farmers be subject to regulation regarding applications of pesticides, which might affect water supplies? Should people buy automobiles that consume much gasoline? The answers to such questions are subjects for discussion and for rational decision making, where informed, intelligent people may take different positions. This strand explores such important matters.

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)

Grades K-4

Units and lessons at this level often pertain to the family, neighborhood, and community in this and other cultures, to the state, to regions of the nation and world, and to national holidays.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their lessons and units. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. How do people in this and other cultures use land and resources in adapting to their physical environments? (SS2; SS5; SS7) 2. What are examples of public lands and of private lands? Why are some lands set aside and used as public lands? (SS2; SS4; SS5; SS7) 3. What are socially responsible ways of using the physical environment and natural resources? (SS5; SS6; SS7) 4. How should geographic tools, knowledge, and skills be used when making decisions? (SS5; SS7) 5. What are examples and results of poor geographic decisions in communities? (SS2; SS5; SS7)	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions to initiate research (1.1) b. conduct research to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8) g. apply geographic knowledge and skills to everyday life (1.10) h. plan and make written, oral, and visual presentations (2.1) i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) j. identify and define problems/issues concerning people's use of the biosphere; propose alternative	• In a primary or upper-elementary classroom, have students develop an ecology project focused on protection or improvement of the environment around the school. • Communicate through visual means (posters, collages, booklets, etc.) how people use each part of the environment: land, air, water, plants, and animals. • Compare how people depend upon the physical environment in your community with how people do so in another part of Missouri or another region of the world. • Read and discuss books about environmental degradation, such as *The Lorax* by Theodore Geisel (Dr. Seuss), *The River Wild* by Lynn Cherry, or *Just a Dream* by Chris Van Allsberg. Then, investigate how individuals, communities, private enterprises, or governments work with the environment in ways that may strengthen or weaken its capacity to support quality human living. • Identify some local issue related to people's use of the environment. Examine different points of view related to the issue, take a stand on the issue, and communicate ideas in any of a variety of ways. For example, should a nearby woodland or a wetland be removed to make space for a shopping center or farm? • Study different geographic regions to compare how people in different cultures use their environments. Project results. • Have teams of students develop lists of actions citizens can take that will help preserve our natural resources. Select one local concern. Define the problem, consider alternatives, come up with a plan for resolving the problem, and act on the plan.

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	solutions, project probable consequences of the alternatives, consider different viewpoints, and evaluate costs and benefits of the alternatives in the light of aesthetic, practical, and ethical criteria (3.1; 3.2; 3.3; 3.6; 3.7; 3.8) k. explain the reasoning and identify the information that may be used to support a decision (4.1) l. explain the duties and responsibilities of individuals in their communities (4.3) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. recognize and practice honesty in academic work (4.4)	• Construct a *T-chart* where the left-hand column lists examples of private lands in the community, county, state, or nation and the right-hand column lists examples of public lands in the community, county, state, or nation.

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)

Grades 5-8

Courses, units, and lessons at this level often pertain to United States history, world history, and world or regional geography.

What All Students Should Know

Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses, units, and lessons. (They should adjust verb tenses depending upon whether the content students are studying pertains to history of current events.)

1. How do human actions and uses of technology affect environments? (SS2; SS5; SS7)
2. How are public lands and private lands used? (SS2; SS5; SS7)
3. What geographic knowledge, skills, and perspectives do citizens need in order to make decisions that are likely to improve the quality of their lives now and to plan responsibly for the future? (SS5; SS6; SS7)
4. What responsibilities do citizens have to their environments? What happens when individuals make decisions without considering how to use resources wisely and how their actions may affect ecosystems? (SS2; SS5; SS7)

What All Students Should Be Able To Do

As students address the Guiding Questions, they should use and refine the following skills:

a. develop questions and ideas to initiate and refine research (1.1)

b. conduct research including *field inquiries* involving interviews or surveys to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6)

c. use technological tools and other resources to locate information (1.4)

d. interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.) (1.5)

e. evaluate the accuracy of information and the reliability of sources (1.7)

f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts*, etc.) for analysis and presentation (1.8)

g. apply geographic knowledge and skills to everyday life (1.10)

h. plan and make written, oral, and visual presentations (2.1)

i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3)

Sample Learning Activities

- Carry out a project with other students to investigate and report on the varied private and public human uses of one feature of the *physical environment* and the consequences of those uses.
- Participate in a pen-pal or electronic mail program and identify environmental concerns of same-age students in other communities, regions, or nations. Use those concerns and other sources of information to define environmental problems and propose ways of dealing with them in addition to current efforts being taken.
- Using old newspapers and plot maps, determine how the physical and human geography of the locality has changed over the years. Formulate hypotheses on why the changes occurred and on the roles of personal and public decisions in those changes. Interview informed residents of the community to investigate the validity of the hypotheses.
- Create a futuristic story about a community where a major, long-lasting energy crisis is taking place with no end in sight.
- Interview realtors, farmers, city planners, and business people in order to find out how factors of geography, such as location, nature of place, and communication and transportation infrastructures, play a role in making personal, business, and community decisions. Report findings and predict consequences of decisions.

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
	j. identify and define problems/issues concerning people's use of the biosphere; propose alternative solutions, project probable consequences of the alternatives, consider different viewpoints, and evaluate costs and benefits of the alternatives in the light of aesthetic, practical, and ethical criteria (3.1; 3.2; 3.3; 3.6; 3.7; 3.8) k. explain the reasoning and identify the information that may be used to support a decision (4.1) l. analyze the duties and responsibilities of individuals in their societies (4.3) m. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) n. recognize and practice honesty in academic work (4.4)	• Attend Planning and Zoning Commission meetings, map changes being considered on a local map, and write an essay on "How Zoning Commission Decisions Affect Local Growth and Property Values." • Coordinate a rural-urban student exchange. Compare private and public concerns in the two areas.

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)

Grades 9-12

Required courses at this level often pertain to United States history, world history, civics or government, and world geography.

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
Teachers should adapt the Guiding Questions listed below, as appropriate, for use in their courses. (They should adjust verb tenses depending upon whether the content students are studying pertains to history or current events.) 1. How have private and public decisions had long-term, far-reaching geographic effects (on resources, ecosystems, trade, etc.), sometimes giving rise to issues and controversies? How should such issues be analyzed and addressed? (SS2; SS5; SS7) 2. What responsibilities in private and public life do individuals have to their environments? (SS5; SS6; SS7) 3. How should we analyze and evaluate issues that involve public regulation of private property or shifts in the ownership of land from public to private or private to public? (SS2; SS4; SS5; SS6; SS7) 4. How should individuals use geographic knowledge, skills, and perspectives in solving problems,	*As students address the Guiding Questions, they should use and refine the following skills:* a. develop questions and ideas to initiate and refine research (1.1) b. conduct research including *field inquiries* involving interviews or surveys to answer questions, discover patterns and relationships, and evaluate information and ideas (1.2; 1.3; 1.6) c. use technological tools and other resources to locate information (1.4) d. interpret geography resources (maps, globes, atlases, etc.) and other sources (stories, news media, and direct observations, etc.) (1.5) e. evaluate the accuracy of information and the reliability of sources (1.7) f. organize data, information, and ideas into useful forms (*web charts, T-charts, flow charts,* etc.) for analysis and presentation (1.8) g. apply geographic knowledge and skills to everyday life (1.10) h. plan and create effective communications using a variety of methods, forms, and technologies, anticipating the impact on the audience and presenting ideas and opinions in an organized, convincing way (2.1; 2.2)	• Plan and carry out a mock trial of an eminent domain case or show in some graphic way how eminent domain cases are handled after having studied how decisions are made in such cases. • Predict transportation needs for the local community in the next ten years by studying present-day traffic routes, property development, and census data. Show the predictions on a map. Invite a public official responsible for such decisions and discuss the predictions with him or her for reactions and suggestions for improvements. • Determine the carrying capacity of different ecosystems in relation to land-use policies for the different regions of Missouri using resources from the Missouri Department of Natural Resources and other sources. Who determines such policies as what pesticides may be used, where animals may graze, and how industrial waste is to be handled? • Investigate and report findings with regard to the following questions: What geographic factors should an individual consider before buying property? What private and public agencies serve to assist individuals in the process? • Determine where to move following graduation from high school or college based upon one's education, career, or occupational plans. • Interview a variety of people (e.g., family members neighbors, teachers, business people, etc.) about the

IV.E How Do the Lives of Individuals and Conditions in Society Affect Each Other? (Geographic Perspective)

What All Students Should Know	What All Students Should Be Able To Do	Sample Learning Activities
making decisions, planning for the future, and evaluating public policy decisions? (SS5; SS6; SS7) 5. What happens to the public welfare when individuals, economic enterprises, and governments make decisions without considering their geographic implications? (SS2; SS5; SS6; SS7)	i. exchange information, questions, and ideas in discussions, recognizing the perspectives of others (2.3) j. identify and define current and potential problems and issues concerning people's use of the biosphere; propose alternative solutions, project probable consequences of the alternatives, consider and assess different viewpoints, and evaluate costs and benefits of the alternatives in the light of democratic ideals and aesthetic, practical, and ethical criteria (3.1; 3.2; 3.3; 3.6; 3.7; 3.8) k. explain the reasoning and identify the information that may be used to support a decision (4.1) l. evaluate the processes used in investigating questions, solving problems, and making decisions, and identify ways of improving those processes (3.4) m. analyze the duties and responsibilities of individuals in society, and evaluate how individuals in a variety of roles affect their communities and environments (4.3) n. identify tasks that require a coordinated effort and work with others to complete those tasks (4.6) o. recognize and practice honesty in academic work (4.4)	importance of the physical and cultural characteristics of places when choosing to locate or relocate in their jobs. Develop scales to quantify the relative importance of physical and cultural characteristics of a place. • Study maps of the local community or county that show public lands (e.g., parks, landfills, airports, etc.). Then, investigate these questions: How does the percentage of public land in the local community compare to that in other communities, counties, or states? How do decisions by public bodies with regard to reserving some lands for various public uses affect land values of private property? Share findings in creative ways. • Identify, illustrate, and evaluate how the local community has modified local physical systems (rivers, soils, vegetation, animal life, etc.) over the past one hundred years. • Debate issues involved in dealing with toxic and hazardous waste at the local, state, and national levels after investigating sources with different perspectives on the subject. • Select for study a major historical public works project, such as the U.S. Interstate Highway System, T.V.A., Aswan Dam, or Panama Canal. Communicate findings in any of a variety of ways. • Plan and carry out a debate or a panel simulation among people with different perspectives on a local land-use issue. Compare to similar debates occurring in other times and places. • Use data from news sources to compare public and private responses to natural disasters and determine how those responses mesh with one another. What type of planning, both public and private, was in place before the disaster? What type of relief followed or should follow the disaster? How can citizens assist in such matters?

CHAPTER 4

GOOD PRACTICES IN AND ORGANIZATION OF SOCIAL STUDIES PROGRAMS

Although identification of what students should learn at different age levels is useful in improving a curriculum program, improvement in social studies requires that attention be directed to other matters as well. This chapter addresses three such matters: sound philosophy, sound teaching, and sound organization.

SOUND PHILOSOPHY

A social studies program that is characterized by sound philosophy will have a well-crafted rationale and wise policies regarding those issues that "come with the territory" of social studies.

Developing a Social Studies Rationale

Chapter 1 of this framework presented a rationale for social studies, where the mission of the subject is defined (citizenship education) and an approach toward that mission was explicated (drafting fundamental and guiding questions pertinent to citizenship and drawing upon academic disciplines to help in doing so). A rationale for social studies should address this question:

> *"Why is social studies so important that public school students of this nation shall be required to study it?"*

To answer that question, it is important to think through answers to related questions, such as these:

> *"Is the primary function of tax-supported public schools to prepare individuals for personal success in life, to prepare them to be positive contributors to society, or to prepare them for some combination of these? What unique role does social studies have within those purposes?"*
>
> *"If a major function of social studies is to prepare students for informed, responsible citizenship, how should 'informed, responsible citizenship' be defined?"*
>
> *"From what academic disciplines should social studies draw: history? geography? political science? economics? What about sociology, anthropology, and law? Any others? What makes each discipline important?"*
>
> *"Should the disciplines that contribute to social studies be taught as separate and distinct from one another, or should they be taught in an integrated manner? What should be the relative importance given to each discipline?"*

> *"What is the nature of social studies knowledge? To be sure, it consists of facts, generalizations, theoretical propositions, and methods of inquiry. How do those types of knowledge relate to each other? What should be the relative importance given to those different types of knowledge?"*
>
> *"Finally, what is our vision of the students? Do we see them primarily as receivers of knowledge and wisdom that teachers and books deliver? Or do we see them as active participants in the learning process, as people who play an important part in making their own learning meaningful, as investigators, problem solvers, and decision makers?"*

Obviously, other questions may be asked and addressed. Both the questions and their answers in a social studies rationale deserve attention not only by social studies departments, but also by others in a district's education community.

Some people may say, "This sounds too philosophical. Why bother thinking about such matters?" The fact is that all social studies programs and teachers do answer those questions in practice. They do so every time they select content, resource materials, and methods of teaching. Because social studies programs are tax-supported and compulsory, there is a moral imperative to raise such questions and answer them in a forthright manner, with opportunities for input and reaction from patrons.

Committees that draft rationales need not start from scratch. In addition to drawing upon ideas from Chapter 1 of this framework, they may also draw upon resources of the National Council for the Social Studies, such as *Expectations of Excellence: Curriculum Standards for Social Studies* or upon introductory statements found in the various national social studies standards publications or upon other sources, many of which are listed in "References and Resources" found toward the end of this book.

Setting Policy in Regard to Teaching Values

We define "values" as the standards people use when making judgments. Values have two facets, one objective, the other subjective. The objective facet pertains to the fact that values are concepts that have definable meanings. For example, values such as "honesty" (a moral value), "efficiency" (a performance value), and "balance" (an aesthetic value) may all be defined. The subjective facet of values pertains to the fact that values have emotional loadings attached to them. That is, most people have positive feelings toward honesty, efficiency, and balance.

Teachers of any subject must deal with values because they cannot avoid modeling and communicating values to students. Whenever they observe students cheating on examinations, littering the hall, or bullying one another, their responses or lack thereof communicate their values or those of their school.

Social studies teachers especially must deal with values soundly because the content of social studies is value laden, given the subject's citizenship education mission. Some values are so essential for citizenship that social studies programs must promote them. Those values are reflected in the Declaration of Independence, the Constitution, and the Bill of Rights and in inspired speeches and writings that are part of our heritage. They include the rights to life, liberty, justice, equality of opportunity, privacy, security, and the ownership of private property as well as the basic freedoms of worship, thought, conscience, expression, inquiry, assembly, and participation in the political process.

Social studies programs should focus on the role those values have played throughout history as well as the role they are playing in contemporary affairs. Social studies programs should also help students learn how to analyze and make rational decisions with regard to those issues that pit our most cherished values against each other. Such issues can be found in both the histories of this and other nations and in daily newspapers.

Because of teachers' daily dealings with students, the nature of social studies content, and the social studies citizenship education mission, the question social studies programs face is not whether to teach values. The question is whether the values they teach and the methods they use in dealing with values are ones that are sound. Hence, it is essential that social studies departments and school districts have soundly reasoned policy statements that govern how they will deal with values. Those statements should be consistent with the educational mission of public schools, the rights of citizens and students, and school district policies.

Setting Policy with Regard to Teaching Controversial Issues

We define "controversial issues" as those questions people need to resolve about which they hold different points of view. In many cases, those different points of view result from people having different life experiences and perspectives. Often, those different viewpoints may be supported by one or more democratic values.

Social studies classes are obligated to deal with controversial issues for several reasons: they are present in daily life in this and other democratic societies, as is evidenced by the most cursory glance at newspapers; they are an integral part of history, indeed that part that is most interesting; they relate to social studies content (government, economics, geography, etc.); and citizens need competence in dealing with such issues. Indeed, students need to understand that decisions made with regard to controversial public policy issues often have profound ramifications for their lives and the lives of future generations. Students need to understand that part of their responsibility as citizens is to exhibit wisdom in making such decisions and that such wisdom can only be developed through study and thoughtful conversation. To study such issues and help students learn how to investigate, analyze, and discuss such issues is necessary if social studies programs are to be true to their citizenship education missions.

Just as it is important for school districts to have policy statements that govern the teaching of values in their programs, they also need policy statements on controversial issues that assure the community that they address those issues in ways that are sound educationally, that guarantee balanced treatment of topics, and that respect the rights of students and their families.

Setting policy with regard to *multicultural education*

One issue all social studies programs face relates to the questions, "What is this nation, the United States of America? Who are we Americans?" We Americans can trace our roots from all over the world. Some of our ancestors came here, because this was the land of opportunity. Others came because they were imported as slaves. Should this be a land where we treasure what we have in common or where we treasure our diverse ancestral heritages? Such simple questions do not have simple answers. They are answered in different ways by different Americans based on their unique personal life experiences. Moreover, within every group of people the answers to such questions are far from uniform.

When social studies programs determine what they will teach and what resources they will use, they inevitably answer such questions. Their answers may please some patrons and displease others. Hence, here too policy is needed. The policy should reflect the fact that people cannot fully understand an event unless they know the perspectives of the event's various participants, that knowing all perspectives does not diminish any perspective, but that knowing only one perspective often leads to erroneous or insensitive conclusions. The policy will also need to respect people's First Amendment right to freedom of conscience and speech, while taking into consideration common basic values, such as equality, justice, and human dignity, which are needed for a democratic society to survive.

One possible resource that may be used when crafting such a policy is the National Council for the Social Studies position paper "Curriculum Guidelines for Multicultural Education," which may be found in an NCSS publication called *The Tool Kit*.

SOUND TEACHING

Missouri's Show-Me Standards in combination with this framework's Guiding Questions define what students should know and be able to do as a result of their studies in social studies. How such content is taught is very important.

Based upon analysis of teacher effectiveness research, Thomas Dynneson and Richard Gross have identified ten general principles found to be important in teaching any subject effectively: (1) clarity of presentation, (2) variety in strategies and activities used, (3) staying on task, (4) engaging students actively in learning processes without disruptions, (5) providing clear structure in teaching, (6) engaging students in cognitive development (i.e., thinking) activities, (7) expanding upon the knowledge base students have, (8) promoting and building upon students' self confidence, (9) student participation, and (10) teacher enthusiasm for the subject matter being taught.*

Using those principles, Dynneson and Gross propose what they have called "effective social studies teacher behaviors," which we summarize and paraphrase as follows:

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*Dynneson, T. L., and R. Gross, "Teaching Effectiveness: Ten Ways to Become a More Effective Social Studies Teacher," (Paper presented at National Council for Social Studies Convention, Phoenix, Arizona, November 1994)

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1. Developing a positive social relationship between teacher and student in order to help motivate and promote learning.
2. Improving one's professional attributes, i.e., building one's knowledge of the subject matter and one's skills in communicating ideas; using instructional technologies; planning, delivering, evaluating and revising instruction; and improving classroom routines.
3. Nurturing one's sense of professionalism in order to build respect between teacher and student.
4. Developing a sense of ownership in regard to the social studies instructional program by playing an active role in modifying the curriculum and course of study.
5. Involving students in the planning for instruction, making certain that external standards, such as national or state standards, do not threaten the sense of responsibility teachers feel for what goes on in their classrooms.
6. Designing the learning environment and instruction so that it psychologically supports and promotes the goals of instruction.
7. Arranging and rearranging the classroom and student work environment so that the physical setting supports the task at hand.
8. Establishing an atmosphere in the classroom of mutual respect, where behavioral ground rules are established, taught, monitored, and consistently applied and where students are rewarded for cooperation and achievement.
9. Establishing management principles and procedures that facilitate smooth classroom operations. The principles and procedures would apply to respecting others; being courteous; respecting classroom and personal property; behaving properly in the learning center, in small groups, and in whole-class settings; storing, distributing, and cleaning up materials; and so on.
10. Building relationships between content taught and the life experiences of the students.

Other ideas for effective teaching were developed by The Task Force on Standards for Teaching and Learning of the National Council for the Social Studies, in a position statement approved by the NCSS Board of Directors in 1992. The statement, entitled "A Vision of Powerful Teaching and Learning in the Social Studies," may be found in *Curriculum Standards for Social Studies: Expectations for Excellence*, of the National Council for the Social Studies.* The principles for powerful teaching and learning in social studies emphasized are summarized as follows:

1. **Make the teaching and learning meaningful** — focused on important ideas that have applicability inside and outside of school, with sustained examination of a few important topics rather than superficial coverage of many, with activities that are significant to students, and with assessment strategies that direct student's attention on the most important ideas embedded in what they are learning.

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*National Council for the Social Studies, *Curriculum Standards for Social Studies: Expectations of Excellence*, Bulletin 89, Washington, D.C.: National Council for the Social Studies, 1994, pp. 11-12.

2. **Make the teaching and learning integrative** — integrative in how topics are treated; in connecting events and developments studied across periods of time and across the earth; in relating knowledge, skills, beliefs, values, and attitudes to action; in using technologies; and in making connections across the curriculum with other fields of study.

3. **Make the teaching and learning value-based** — considering the ethical dimensions of topics; providing a classroom arena that develops thoughtful concern for the common good and for application of social values; focusing on potential implications of social policies; assisting students in the development of critical thinking and decision-making skills applicable to addressing social issues; and helping students recognize opposing points of view, respect well-supported positions, become sensitive to cultural similarities and differences, and committed to social responsibility.

4. **Make the teaching and learning challenging** — expecting students to accomplish the instructional goals, both as individuals and as group members; modeling seriousness of purpose and a thoughtful approach to inquiry; and showing interest in and respect for students' thinking, while demanding well-reasoned arguments rather than unsubstantiated opinions.

5. **Make the teaching and learning active** — requiring reflective thinking and decision making as events unfold during instruction; helping students develop new understanding through a process of active construction of knowledge; engaging students in interactive discourse that facilitates the construction of meaning required to develop important social understanding; moving gradually from providing considerable guidance by modeling, explaining, or supplying information that builds student knowledge to a less directive role that encourages students to become independent and self-regulated learners; and emphasizing authentic activities that call for real-life applications using the skills and content of the field.

Reflecting on the ideas of Dynneson and Gross and the NCSS Task Force on Standards for Teaching and Learning, paraphrased and summarized above, Missouri's social studies teachers can confirm and strengthen some of their current practices and make plans to revise and improve upon others.

SOUND ORGANIZATION

Scope and Sequence

Social studies programs may be organized in many different patterns, no one of which has been proved to be best. The "scope" of the program specifies what content — knowledge, processes of thinking, and habits of mind — is to be taught. "Sequence" identifies when and the order in which that content is to be taught.

Scope and sequence may be presented using one of four or more possible styles or using combinations of those styles:

Style 1. Narrative course descriptions identify and describe the most important content that is to be taught at each grade level.

Style 2. Lists of objectives are presented that identify what students are to learn at each grade level.

Style 3. Lists of questions are presented that identify what students are to investigate at each grade level.

Style 4. Matrices are presented that show when each objective in the curriculum's scope is to be introduced, developed, and reinforced.

The scope and sequence for social studies identified in Chapter 3 of this framework resembles most Style 3 above, i.e., what students are to learn is expressed in the form of questions. The Missouri School Improvement Program Standards and Indicators call for districts to describe their scopes and sequences in the form of Styles 1 and 2, although Styles 3 and 4 may also be used.

Chapter 3 of this framework presented rough guidelines for sequence in that it identified guiding questions for grade ranges, K-4, 5-8, and 9-12, not for specific grade levels. Local districts certainly need to have a more specific scope and sequence than that presented in this framework. Each teacher must know what he or she is to teach at whatever grade level he or she teaches. Similarly, students need to know what they are expected to learn at their grade levels.

The authors of Missouri's curriculum frameworks have assumed that decisions on scope and sequence should be made at the local level for several reasons: First, the Outstanding Schools Act of 1993 indicated that the State should respect local control of Missouri public schools. Second, no research base exists that proves one social studies sequence is best. Third, different Missouri school districts have adopted, committed themselves to, and purchased resources that support a variety of scopes and sequences, often after considerable study. Fourth, some local districts have built interdisciplinary courses into their programs (e.g., literature/history courses or science-technology-society courses) with the result that there may be no "pure social studies program" in some districts. Fifth, different textbook series reflect and support more than one scope and sequences. Finally, a state-adopted scope and sequence may reduce the capacity of local districts to make curriculum structure decisions that respond to new developments in the field of social studies.

Even though this framework does not identify a single Missouri scope and sequence, it certainly can offer general guidelines for districts to follow as they determine what they will teach and when they will do so. Following are general guidelines that may be used in addressing the scope of the social studies program:

Scope and the Issue of Balance

The scope of the program should address the Show-Me Standards and many of the Guiding Questions specified in Chapter 3 of this framework. In addition and in ways consistent with those Guiding Questions, the scope of the program should reflect balanced instruction in several areas. Items to check include the following:

1. Is there a desirable balance among the academic disciplines that contribute to social studies, such as history, geography, government, economics, sociology, and the other

behavioral sciences? (The balance need not follow the principle of equal time for each discipline. History and geography, for example, might be allotted more time than other disciplines, because ideas from the other disciplines may be woven into history and geography courses.)

2. Is there a desirable balance among locales studied — community, state, nation, world — and balance among types of places and regions?

3. Is there a desirable balance in studies of the distant past, the recent past, and current times? (Many social studies programs pay most attention to the distant past, second most attention to current times, and least attention to studies of the recent past. Such a balance is questionable in view of the fact that study of the recent past is critical for understanding major issues of the present and future.)

4. Is there a desirable balance between broad surveys and in-depth studies? (Students need both a panoramic view of the world, past and present, and a close-up view of major, significant events and issues.)

5. Is there a desirable balance between knowledge outcomes and process outcomes (processes of inquiry, communication, solving problems, making decisions, etc.)?

Scope and Missouri Graduation Requirements

The scope of the program should also address *at least* the State's minimum graduation requirements for social studies, which in 1995-96 are as follows:

1. Two units of social studies must be completed between grades 9 and 12.

2. Regular courses of instruction in U.S. and Missouri Constitutions, U.S. history and institutions must begin no later than grade 7 and continue into high school. Students must pass tests in these areas during grades 7-12.

3. Students must pass at least one semester of studies in local, state, and national government and in election processes sometime during grades 9-12. (Most districts fulfill this requirement by offering a required semester course in government.)

Scope and the Issue of What Historical Events Should be Taught in Missouri Schools

Some people have posed the questions: "What are those most important historical events that students should learn while in school? Furthermore, could the Missouri Social Studies Framework identify those events for Missouri Schools?" Such questions, however, are much easier to ask than to answer, because no consensus exists among historians on what are the "most significant events in United States or world history," because different people — historians included — view events from different frames of reference.

Still, when one looks at the tables of contents of history textbooks, it is clear that some topics always seem to crop up. What comprehensive U.S. history textbook, for example, would not address the topics that follow?

- European discovery of, exploration, migration to, and colonization of the Western Hemisphere;
- European interactions with Native American cultures;
- The American Revolution;
- Setting the foundations for the new republic (Constitution, Bill of Rights, judicial review, political parties);
- United States territorial expansion and its impact on relations with external powers and Native Americans;
- The early Industrial Revolution;
- Reform movements in the antebellum period (Second Great Awakening, public education, temperance, abolitionism, utopian experiments);
- The Civil War and Reconstruction;
- The rise of industry and mechanized farming following the Civil War;
- Progressive and other reformist attempts to address problems of industrial capitalism, urbanization, and political corruption;
- The rise of the United States as a world power (Spanish-American War and World War I);
- The Great Depression, its effect on American society, and the response of the political system with the New Deal transforming American federalism and initiating the welfare state;
- The origins, course, and consequences of World War II;
- The Cold War (Truman Doctrine, containment policy, Korean War, Cuban Missile Crisis, and Vietnam War);
- "The Great Society" and struggles for and conflicts over racial and gender equity;
- Contemporary appraisals of and conflicts over New Deal and Great Society programs; and so on.

Of course, within those and other topics there are many specific events, developments, and individuals who played a variety of significant roles. Indeed, a major problem confronting teachers of history is to select wisely events for emphasis, because there can never be enough time "to cover" everything that is important. Moreover, when history programs try to cover too much, they often end up boring and frustrating their students, who come to view history as the study of one dry, dead fact after another that someone has selected for them to memorize.

One response of historians to the problem of what to emphasize and how to make history interesting and meaningful has been to encourage teachers to help students gain a broad, comprehensive picture of the history being studied, be it United States history or world history, and then to select specific topics to study in depth. **To assist in that task and drawing upon ideas of the Bradley Commission on History in the Schools, we recommend in-depth studies within the following topics in United States history during K-12 social studies programs with the caveat that local districts are certainly free to add other topics they consider to be important**:

1. The gathering of people and cultures from many regions of the world; the several religious traditions that have contributed to the American heritage and contemporary American society; and the interactions among the diverse groups who have inhabited the United States.

2. The evolution of American political democracy, its ideas, institutions, and practices from

colonial days to the present: colonial experiences with government, the Revolution, the Constitution and Bill of Rights, slavery, expansion of the suffrage, the Civil War, emancipation, and civil rights.

3. The development of the American economy: geographic and other forces at work; the role of the frontier and agriculture; the impact of technological change and urbanization on land and resources, on society, politics, and culture; and the changing relationships between government and the economy.

4. The changing role of the United States in the outside world; relations between domestic affairs and foreign policy; American interactions with other nations and regions; the United States as a colonial power in Latin America and the Philippines; the United States in two World Wars, the Cold War, global economic relations and foreign policy issues after the Cold War.

5. The changing character of American society and culture, of arts and letters, of education and thought, of religion and values.

6. The distinctively American tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and cultural diversity and civic unity.

7. Family, local, and state history and how they relate to major developments in American history.

8. "Successes" and "failures" of the United States in crises at home and abroad. What has "worked" and what has not, and why.

As for topics in world history, we recommend in-depth study of the following topics during the K-12 social studies program, also with the caveat that local districts be free to add other topics they consider to be important:

1. The evolution and distinctive characteristics of major Asian, African, American, and European societies, cultures, and civilizations; their achievements in the arts, sciences, and philosophy.

2. The connections among civilizations from earliest times and the gradual growth of global interaction among the world's peoples, speeded and altered by changing means of transportation and communication.

3. Major landmarks in the human use of the environment from Paleolithic hunters to the latest technologies; the agricultural transformation in early times through the industrial transformation in recent centuries; changing relationships between people and their environments and the consequences.

4. The origins, ideas, moral codes, institutions, and spread of major religious traditions, such as Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

5. The evolution of political and social institutions in different cultures; the evolution of

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democratic societies; the tensions between the aspirations for freedom and security, liberty and equality, distinction and commonality in human affairs; the uses and control of violence within and among peoples and nations; the consequences of war and peace.

6. Comparative study of the art, literature, and thought of representative cultures and of the world's major civilizations.

7. Comparative history of locally selected themes and developments, such as revolutionary, reactionary, and reform periods; uses of the environment; patterns of social interaction across genders, age groups, social classes, ethnic groups, and races; and the changing nature of war and war's effects on civilian populations.

8. Major developments within Western Civilization, including:
   a. The political, philosophical, and cultural legacies of ancient Greece and Rome for Western Civilization.
   b. Medieval European society and institutions; relations with Islam, Asia, and Africa; feudalism and the evolution of representative government.
   c. The culture and ideas of the Renaissance and Reformation; European exploration; the origins of capitalism and colonization.
   d. The English Revolution and its ideas; and the practices of parliamentary government at home and in the colonies.
   e. The culture and ideas of the Enlightenment, comprising the scientific revolution of the 17th century and the intellectual revolution of the 18th.
   f. The American and French Revolutions, their sources, results, and world influence.
   g. The Industrial Revolution and its social consequences; its impact on politics and culture.
   h. The European ideologies of the 19th and 20th centuries and their global influence: liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, Nazism.
   i. The new 19th century imperialism, ultimate decolonization, and the consequences of both for colonizers and colonized.
   j. The two world wars, their origins and effects, and their global aftermath and significance.
   k. The making of the European community of nations; new approaches to cooperation and interdependence.

9. Close study of the history of at least one non-European society and at least one society that cannot simply be defined as "Western" or "non-Western," such as a society in South or Central America.

10. Varying patterns of response to industrialization and its accompanying effects in representative European and non-European societies.

11. Selected instances of historical success and failure, of amelioration and exploitation, of peace and violence, of wisdom and error, of freedom and tyranny; in sum, a global perspective on a shared humanity and the common human condition.

Sequence

As for the sequence of courses in social studies programs, the sequence should be based on sound principles. As noted above, there is no consensus in this nation on a single best sequence for social studies programs. Every sequence, even if very good, will require tradeoffs, because it is impossible to cover everything that is desirable in the time students have in school. For examples of a variety of sequences, see the Appendix and examine the resources listed in "References and Other Resources," found toward the end of this framework. **To check the quality of the local district sequence, determine whether the district sequence permits a positive "yes" answer to each of the following questions:**

1. Does the sequence allow for effective teaching of the scope of the program? That is, does the sequence allow students to study adequately all Fundamental Questions, all academic discipline perspectives, and the most important Guiding Questions found in this framework?
2. Do social studies courses at each level build upon learning from earlier grades without having the problem of excessive redundancy?
3. Are social studies courses organized around topics that have power for integrating content and skills to be learned?
4. Are topics introduced at times appropriate for the students' maturity and areas of responsibility?
5. Are topics taught at levels where stimulating, challenging, interesting instructional materials are available?

CONCLUSION

This framework has been drafted to assist Missouri's school districts in the design of their social studies curricula. We on the Framework Committee had the goal of producing a framework that would be thought-provoking and concise. We feel we have been at least one-half successful: that is, the framework is thought-provoking. If the framework is not so concise as we had hoped, that should come as no surprise because social studies is a complex field of studies. Several academic disciplines — history and the various social sciences — all contribute substantially to it, and each of those disciplines has a rich body of content and processes that have direct relevance to the citizenship education mission of social studies.

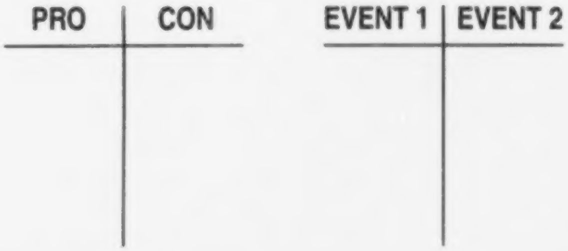
If the framework is not concise, it is organized in a practical way. The strands are structured around four easy-to-remember Fundamental Questions and five well known academic perspectives. Districts will use the framework in different ways, which is consistent with the spirit of the Outstanding School Act of 1993. It is the intent of the framework committee that the framework will stimulate productive thinking and promote widespread conversation about the purposes of social studies and about what content, processes, and teaching strategies are needed for accomplishing those purposes. In a deeper sense, however, the challenge of the framework is even more ambitious because its value is intimately connected with how well Missouri's social studies programs contribute to the quality of citizenship in the state.

GLOSSARY

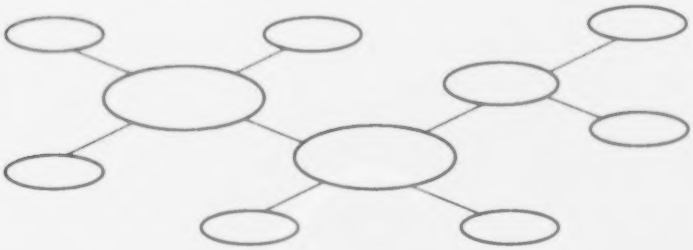
Bases of power — "Bases of power" may be defined as the various means one person may use to influence the behavior of others. Leaders of all sorts, political and otherwise, have influence over other people using one or a combination of bases of power: **power based on legitimate authority**, i.e., power based on a person holding an office through law or custom; **power based on the respect a person commands**, i.e., power based on a person possessing qualities followers hold in high esteem; **power based on charisma**, i.e., power based on a person's personal magnetism, often as a speaker; **power based on expertise**, i.e., power based on a person's possession of knowledge that is important to a group; **power based on a person's capacity to reward**, i.e., power based on a person having the means and will to reward members of a group with favors that they value, such as jobs, prestige, or money; and **power based on coercion**, i.e., power based on a person having the means and will to punish others if they do not behave as he or she expects.

Charts — "Charts" may be defined as one or more types of graphic representations. Several kinds of charts may be used in social studies lessons. Following are some mentioned in the text of the framework:

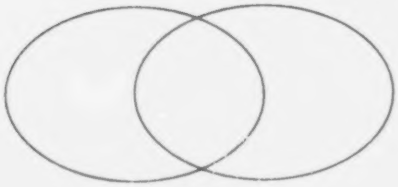
T chart:



Web chart:



Venn diagram:



Civic dispositions — "Civic dispositions" may be defined as traits of character that are important for the preservation and improvement of a democratic system. American constitutional democracy depends upon the disposition of its citizens for responsible self-government, which includes such traits of private character as moral responsibility, self-discipline, compassion, and respect for the dignity of the individual. American constitutional democracy also depends on the disposition of its citizens to participate thoughtfully in public affairs, which includes such traits of public character as public spiritedness, civility, respect for law, critical mindedness, persistence, and a willingness to listen, negotiate, and compromise. Democratic political systems are fragile, as Germany learned in 1933. The more a citizenry possesses such civic dispositions as those just mentioned, the more likely it is that its democracy is secure. For a more extended discussion on the matter, see Center for Civic Education, *National Standards for Civics and Government*, Calabasas, California, 1994, pp. 132-133.

Civic life — "Civic life" pertains to the public life of the citizen, i.e., the life of the citizen that is concerned with the affairs of the community and nation.

Civil society — "Civil society" refers to those voluntary, personal, social, and economic relationships and organizations that are not part of a government even though they may be affected by law. Family, church, businesses, private schools, professional organizations, and private clubs are all part of civil society.

Command economic system — "Command economic system" may be defined as an economic system where major economic decisions are made by some authority, which may be a feudal lord, a dictator, or a government agency.

Common good — "Common good" may be defined as addressing the needs of the other people and the community, state, nation, or world at large, as opposed to addressing directly one's own personal needs. The common good may be supported in many ways: through programs of government (public highways, public education, parks, libraries, etc.), through volunteer service and support of charitable causes, or through making personal decisions that reflect consideration for the needs of others.

Comparative advantage — "Comparative advantage" refers to the condition for a nation where its opportunity cost of producing a good or service is lower than another nation's opportunity cost of producing the same good or service. The concept may also be applied to any producer, not just nations. A physician who becomes a typist would have the high opportunity cost of giving up being a physician, whereas a taxi driver who becomes a typist would have the lower opportunity cost of giving up being a taxi driver, assuming there is more value to being a physician than a taxi driver. At the national level the United States has a comparative advantage over Cuba when it comes to producing sophisticated jet planes.

Confederal political system — "Confederal political system" may be defined as a political system in which sovereign states delegate few limited powers to a central government for specific purposes, such as mutual defense against foreign enemies. Examples of confederal systems from U.S. history are the Articles of Confederation and the Confederate States of America. (See also "federal system" and "unitary system.")

Consumption — "Consumption" may be defined as the use of goods and services by consumers, businesses, or governments.

Cultural symbols — "Cultural symbols" refers to landmarks or structures that come to be identified with an area. Examples include the Gateway Arch in St. Louis, the state capitol in Jefferson City, the Golden Gate Bridge in San Francisco, and the Washington Monument in Washington, D.C.

Culture — "Culture" refers to the integrated pattern of learned behavior that includes thought, speech, action, and artifacts of a social group. Culture depends upon people's capacity to learn and transmit knowledge to succeeding generations. Specific features of a culture include the language, social organization, beliefs and customs, rules, arts, and technologies.

Decision-Making Grid — "Decision-making grid" is defined here as a matrix that may be used in analyzing alternatives when making an economic decision. Each horizontal row of the matrix represents a different alternative use of resources, such as a different item to buy, and each vertical column represents a different criterion for evaluating the alternatives, such as "low cost," "durability," and other such criteria that are relevant to the specific decision. An individual uses the matrix to tally, score, or assess how well each alternative fulfills each criterion.

Demand — "Demand" refers to the different quantities of a resource, good, or service that will be purchased at various prices during a given period of time. According to the law of demand, the lower the price of something, the more of it will be purchased, whereas the higher the price of something, the less of it will be purchased.

Democratic ideals — "Democratic ideals" refers to those values (standards for judgment) that are deemed to be fundamental in those societies and systems of governance that emphasize the dignity of the individual. Democratic ideals include, but are not limited to freedom, justice, equality, and concern for the common good. (The ideals may be worded more specifically — freedom of speech, due process of law, etc. — and people may order them in different levels of importance.) In the United States, democratic ideals are reflected in such documents as the Declaration of Independence, the Preamble to the United States Constitution, the Bill of Rights, and the Gettysburg Address. They are also engraved in stone on government buildings, such as the Missouri state capitol in Jefferson City.

Democratic values — "Democratic values" is used here synonymously with "democratic ideals."

Diamante — "Diamante" may be defined as a seven-line poem, where a noun is centered on the top line and where another noun, having opposite meaning, is centered on the bottom line. The rules for a Diamante are as follows:

a. The poem is diamond-shaped.
b. The poem does not have to rhyme.
c. The poem contains the following pattern of words:
   Line 1 - 1 subject, a noun which is the title
   Line 2 - 2 adjectives, modifying the noun on Line 1
   Line 3 - 3 participles (ing, ed) describing the noun on Line 1
   Line 4 - 4 nouns, first two related to the subject on Line 1, the second two related to the subject on Line 7
   Line 5 - 3 participles (ing, ed) describing the noun on Line 7
   Line 6 - 2 adjectives, modifying the noun on Line 7
   Line 7 - 1 noun, which is opposite to the subject.

Following is a sample Diamante (author unknown, found in Zane Spencer, *Flair: A Handbook of Creative Writing for the Elementary School Teacher*, Stevensville, MI: Educational Service, 1972, p. 135):

Country
Beautiful, peaceful
Calming, resting, flowering
Shade, trees, dust, smog
Rushing, hurrying, working
Busy, ugly
City

"Distinctive characteristics of Americans and their society" —These characteristics have been shaped by this nation's unique history and geography. According to the *National Standards for Civics and Government*, drafted by the Center for Civic Education, those characteristics include the following: such attitudes as individualism, antipathy toward rigid class systems, importance placed on equality of opportunity, education as means for social mobility, work ethic, voluntaryism, diverse religious commitments, and pride in country; diversity; traditions of membership in organized groups; and an American identity of shared values and principles, such as those in the Declaration of Independence and United States Constitution.

Due process of law — "Due process of law" refers to the right of every citizen to be protected against arbitrary action by government. Procedural rights of citizens in the Bill of Rights exemplify due process of law.

Economic decisions — "Economic decisions" are those decisions where individuals or groups make choices from among scarce resources. They entail opportunity costs, which are discussed below in this glossary.

Economic goals — "Economic goals" may be defined as important societal goals that pertain to economics, such as economic choice, security, growth, equity, and efficiency.

Economic incentives — "Economic incentives" are those desires to achieve the greatest benefits relative to costs.

Economic issues — "Economic issues" may be defined as those questions of controversy or debate that flow from the fact that resources are scarce relative to people's wants. Economic issues may pertain to tax levies, regulation of businesses, governments providing or cutting back on various services or programs, and so on.

Economic systems — An "economic system" is a society's collection of institutions, laws, activities, controlling values, and human motivations that collectively provide a framework for economic decision making in that society. For different types of economic systems see "command economic system," "market economic system," "mixed economic system," and "traditional economic system" in this glossary.

Entrepreneurship — "Entrepreneurship" refers to assuming the risk of organizing natural, human, and capital resources to produce goods and services.

Ethical standards — "Ethical standards" may be defined as standards for behavior, such as honesty, integrity, loyalty, courtesy, responsibility, fairness, kindness, and compassion.

Federal system — "Federal system" may be defined as a political system in which a national government shares powers with state or provincial governments. Each level of government has definite powers and each level of government may act directly on individuals within its jurisdiction. For example, in the United States federal system both the national government and Missouri's government have the power to require individuals to pay income taxes. (See also "confederal system" and "unitary system.")

Field inquiry — "Field inquiry" pertains to studies in which an investigator studies some social phenomenon by observing it in the real world. Some field inquiries are exploratory, where the aim is to formulate hypotheses; other field inquiries aim to check into the validity of one or more hypotheses. Students may carry out field inquiries by doing such things as mapping their school based on real-world observations or by observing groups (e.g., a city council) in operation.

Fiscal policies — "Fiscal policies" are those government decisions with regard to taxing and spending that are made in order to achieve economic goals.

General welfare — "General welfare" pertains to programs or activities designed to address the common needs of a society, such as the need for clean water, for highways, for parks and recreation, and for public safety.

Geographic factors — "Geographic factors" pertain to the location and social and physical characteristics of a place as well as the relationships among that place, its environment, and other places and environments.

Geo-political relationships — "Geo-political relationships" refer to patterns of how disputes over boundaries and competition over control of resources and territory are handled among political systems.

Governance systems — "Governance systems" refer to formal and informal institutions and procedures for making and carrying out decisions in and for groups. All groups, even those as small as families, have systems of governance because they have to make decisions that have impact on their members. Formal systems of governance that have jurisdiction over people living within given spatial boundaries are governments.

Government — "Government" refers to the formal institutions of a society that have the authority to make and implement binding decisions on such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts.

Human-built heritage — "Human-built heritage" refers to those items in the environment that people have built, such as buildings, bridges, dams, roads, and so on.

Human-environment interaction — "Human-environment interaction" refers to the theme of geographic education called "Relationships within Places: Humans and Environments," one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools*.

This theme explores the fact that people and the environments in which those people live and work often have a profound impact on each other.

Income — "Income" may be defined as money or other gain received by a person or business as a result of earnings or transfer payments. Earned income comes in three major forms: **profit**, the net difference in a business between revenues and total costs; **wages**, payment received in return for labor services; **interest**, payment received for the use of loaned money or for savings account deposits; and **rent**, payment received for the loan of land or other property such as buildings, tools, or machinery. Another form of income is **transfer payments**, which is income received for which no goods or services are exchanged, as in the case of government transfers of Social Security, welfare, and unemployment payments.

Investment — "Investment" refers to the use of resources by businesses, individuals, or government to increase productive capacity by developing new technology, obtaining new capital resources, or improving the skills of the work force. **Investment in capital resources** refers to the purchase of human-made resources such as tools, factories, computers, etc. used to produce goods and services. **Investment in human resources** refers to education or training to improve the skills of a work force.

Jurisprudential thinking — "Jurisprudential thinking," as used here, pertains to reasoned thinking, to exercising sound judgment in practical affairs, especially with regard to rules, laws, and how they are to be made, interpreted, and applied. Citizens need to use such thinking when they serve on juries. The Supreme Court uses such thinking when it makes its decisions. Such thinking requires competence in using the following skills: identifying and defining issues, identifying and determining what facts are relevant to the issue, identifying and clarifying terms and laws that are relevant to the issue, identifying democratic values and constitutional principles that bear on the issue, determining whether some of those values and principles are in conflict with one another in the issue at hand, projecting consequences of decisions, making decisions considering past precedents and consequences for the future, and justifying decisions. The Harvard Social Studies Project of Don Oliver, Jim Shaver, and Fred Newmann in the 1960s and 1970s developed a social studies curriculum to teach such thinking, as do a number of current law-related education programs.

Law of demand — See "demand" above.

Law of supply — See "supply" below.

Limited government — "Limited government" may be defined as a government whose powers are limited through constitutionally-imposed restrictions.

Location — "Location" pertains to descriptions of the positions of people and places on the Earth's surface. One way of describing the location of a place is by "absolute location," in which we can precisely locate any place on the Earth's surface by using the arbitrary grid system of latitude and longitude. Another way of describing the location of a place is by "relative location," in which we locate the place by explaining where that place is in relationship to one or more familiar places. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools*.

Market clearing price — "Market clearing price," also called the equilibrium price, is that one price where the amount buyers want to buy is equal to the amount sellers want to sell. If the price is higher than the market clearing price, sellers will have items to sell left over, whereas if the price is lower than the market clearing price, sellers will run out of products buyers want to buy.

Market economic system — "Market economic system" is an economic system where major economic decisions are made on a decentralized basis. In such a system people participate by registering what they want in the market in their varying capacities as consumers, producers, workers, savers, and investors. The market pulls together the individual desires and creates out of them aggregate forces of supply and demand, which in turn determine prices which serve as signals to producers on what consumers are wanting to buy and serve also as regulators, allocating productive resources and finished goods and services among the members of society.

Mental maps — "Mental maps" pertain to those ideas in people's minds related to locations of places, characteristics of places and environments, and *spatial relationships* among places.

Mixed economic system — "Mixed economic system" is an economic system that combines features of two or more economic systems (traditional, market, or command). Some less developed nations, for example, combine features of traditional and command economies, perhaps with some market trade also included. As for the economies of the United States, most Western European nations, and Japan, the decentralized element of market economies is most evident, with some elements of command, as in cases where government agencies engage in economic planning and regulation.

Monetary policy — "Monetary policy" pertains to those actions taken in an economy to control the total money supply in order to promote economic growth or price stability. Monetary policy in the United States is exercised by the Federal Reserve Bank. It strives to exercise control of money supply by changing reserve requirements in member banks, by changing discount rates (the rate of interest at which it loans money to member banks), and by buying and selling government securities.

Money — "Money" may be defined as a good that may be used to buy all other goods and services. It has special utility for trade, because it serves as a store of value (i.e., it may be saved for use later on) and it is a unit of account that shows the market value of different items. Forms of money include coins, cash, and checks.

Movement — "Movement" pertains to how people interact on the Earth, traveling from place to place, communicating with each other, and relying upon products, information, and ideas that come from beyond their localities. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools.*

Nation-state — "Nation-state" refers to the modern nation as the representative unit of political organization. The United States, Great Britain, and Nigeria are nation-states.

Opportunity cost — "Opportunity cost" is the most important alternative that is given up as a result of a specific economic decision. The opportunity cost of purchasing of an automobile may be that an eighteen-year-old boy cannot afford to attend college. The opportunity cost of using all of one's spare time to practice to become a tennis star may be that a teen-age girl will not have the time to obtain a general education.

Parliamentary political system — "Parliamentary political system" is a form of democratic political system. Canada, Great Britain, France, and Germany have parliamentary political systems. In such systems political authority is held by a bicameral legislature, which may be called a Parliament. The Prime Minister is a member of Parliament chosen from the lower house, in two-party systems from the majority party. The Prime Minister then forms a cabinet, which is responsible for directing the administration of the government. In parliamentary systems the heads of cabinet positions are members of both the executive and legislative branch of government, whereas in shared powers systems like the United States members of the cabinet are not allowed to belong to the legislative branch of government.

Per capita real Gross Domestic Product — "Per capita real Gross Domestic Product" is a measure of an economy's production. The G.D.P is the measure of the total value of goods and services produced in an economy in one year's time. *Per capita* G.D.P indicates that total value divided by the total population, giving an estimate of how much has been produced in dollar value *per person*, thereby making it possible to compare the productiveness of two nations with different populations. *Real* per capita G.D.P. is the per capita G.D.P. when the value of the dollar is held constant; so that the appearance of increased production of goods and services, which may have really resulted from inflation, is corrected.

Physical environment — "Physical environment" is synonymous with the natural environment. It may be conceptualized as follows: the *lithosphere*, the solid outer part of Earth; the *atmosphere*, the layer of air that extends above the lithosphere; the *hydrosphere*, Earth's water in the ground, on the surface, and in the air; and the *biosphere*, the portion of Earth where living things may be found.

Place — "Place," as the term is used by geographers, pertains to those physical characteristics and human characteristics used to describe an area. Two individuals may have different conceptions of the same place, because they perceive things based on their points of view and experiences. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools.*

Political culture — "Political culture" may be defined as the fundamental beliefs and assumptions a people hold about how government and politics should work in their nation or region.

Political entities — "Political entities" may be defined as governments and organizations which have powers to tax and provide services, such as public school systems, fire protection districts, and sewer districts.

Political system — "Political system" pertains to a society's collection of institutions, laws, activities, controlling values, and human motivations that collectively provide a framework for

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how the people of the society is governed, to how political decisions are made, interpreted, and enforced. Direct democracies, representative democracies, constitutional monarchies, absolute monarchies, and oligarchies of various types are examples of political systems.

Politics — "Politics" refers to the process by which a group of people, who may have divergent opinions or interests, reach collective decisions that are typically binding on the group and enforced as common policy.

Private goods — "Private goods" may be defined as those goods that producers can withhold from customers who refuse to pay for them, where the consumption of the product or service by one person reduces its usefulness to others. One example is a hamburger. See also "public goods."

Private or personal life — "Private or personal life," in contrast to civic life, refers to the life of the citizen that is devoted to the pursuit of private and personal interests.

Productivity — "Productivity" is defined as the quantity of goods and services produced in a given amount of time.

Public agenda — "Public agenda" is here defined as those issues that are commanding the most attention of public officials.

Public goods — "Public goods" are goods or services that cannot be withheld from customers who refuse to pay for them (nonexclusion), where the consumption of products or services by one person does not reduce its usefulness to others (shared consumption). Examples include national defense, street lighting, flood control, public safety, and fire protection in a crowded neighborhood. See also "private goods."

Public opinion — "Public opinion" refers to the people's attitude toward an issue.

Rational decision-making process — "Rational decision-making process" may be defined as a thoughtful, rather than impulsive way of making decisions. It includes the identification of alternatives, identification of explicit criteria for evaluating the alternatives, evaluation of the alternatives in the light of the criteria, and making decisions one can justify. Rational decision-making processes are important to use in making major decisions.

Region — "Region" may be defined as an area that displays unity in terms of one or more selected criteria. The criteria used in defining regions may vary considerably. Regions, for example, may be defined by political boundaries, types of terrain, how land is used, rainfall, soil type, dominant religion of the people, and so on. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education: Elementary and Secondary Schools.*

Savings — "Savings" may be defined as a decision to withhold a portion of current income from consumption. Savings from the individual's point of view represents income not spent, which may be placed in savings deposits in banks, making it possible for those banks to make loans to those who wish to buy capital goods or other resources. Savings may also be used to purchase corporate stocks and bonds and shares in mutual funds or to contribute to pension funds. Savings makes it possible to divert productive resources from current consumption to investments, which may contribute to the creation of up-to-date, technologically advanced capital goods that may be used to expand production and contribute to a nation's productivity.

Scarcity — "Scarcity" is a term referring to the condition where there is an imbalance between the relatively unlimited wants and the relatively limited resources available for satisfying those wants. Scarcity is a condition found in all societies.

Shared powers political system — "Shared powers political system" is a political system where powers of government are separated among branches of government, with each branch having responsibility for certain functions, but with each branch also sharing powers and functions with other branches. For example, the President, Congress, and the Supreme Court all share power over the laws of the nation in the United States shared powers political system. (See also "parliamentary political system.")

Social institutions — "Social institutions" may be defined as significant, long-standing practices, relationships, or organizations in a society or culture. Gift giving at Christmas time, marriage, Congress, and public schools are all examples of social institutions found in the United States.

Society — "Society" may be defined as a community, nation, or broad grouping of people who have common traditions, institutions, and collective activities and interests.

Spatial — "Spatial" pertains to space on the Earth's surface. **"Spatial relationships"** pertains to how one place on the Earth's surface relates to other places (e.g., St. Louis proximate to the Mississippi River, the United States and Japan engaged in trade, urban-suburban-rural connections,).

Supply — "Supply" refers to the different quantities of a resource, good, or service that will be offered for sale at various possible prices during a specified time period. According to the law of supply, the higher the an item's price is, the more of it that will likely be offered for sale.

Systems of governance — See "Governance systems."

T chart — See "Charts" above.

Trade— "Trade" refers to the exchange of goods and services either in the form of barter, where a good or service is exchanged for a good or service, or in the form of a transaction where money is used.

Trade-offs — "Trade-offs" refers to the acceptance or choice of less of one thing to get more of something else (e.g., less of one good to get more of another, less regulation to protect the environment to get lower business costs and reduced prices of final products).

Traditional economic system — "Traditional economic system" may be defined as an economic system in which major economic decisions are made on the basis of tradition, i.e., where decisions made in earlier generations are repeated in subsequent generations. (See also "command economic system" and "market economic system.")

Unitary political systems — "Unitary political system" may be defined as a political system in which all power is concentrated in a central government, where other governments within the jurisdictional boundaries of the central government can exercise only those powers given to them by the central government. France as a nation has a unitary system. Missouri the state with its counties and cities is also a unitary system. (See also "confederal political system" and "federal political system.")

Unlimited government — "Unlimited government" is a term pertaining to autocracies, or governments that have no effective limits on the powers of their rulers. Examples of unlimited governments are divine-right monarchies and totalitarian dictatorships.

Values — "Values" may be defined as standards of worth, criteria used in making judgments. Values that are used to judge the rightness or wrongness of behavior, such as honesty, justice, and courage, are *moral values*. Values that are used to judge whether something is beautiful, such balance and dramatic tension, are *aesthetic values*. Values that are used to judge whether something carries out its functions well, such as high gasoline mileage or smooth drive in an automobile, are *performance values*.

Venn diagram — See "Charts" above.

Wants — "Wants," or "economic wants," as we are using the term, pertains to those human desires and needs that can be satisfied by the consumption of a good or a service.

Web chart — See "Charts" above.

REFERENCES AND OTHER RESOURCES

REFERENCES

General

California State Department of Education. 1988. *History/ Social Science Framework for California Schools.* Sacramento: California State Department of Education.

Offers a largely history-based scope and sequence and other good ideas. The Department of Education's address is P.O. Box 271, Sacramento, CA 20016-3167.

Curriculum Task Force of the National Commission on Social Studies. 1989. *Charting a Course: Social Studies for the 21st Century.* Washington, D.C.: National Commission on Social Studies

Includes excellent discussions about what separate social science disciplines have to offer to social studies programs and other nice features including ideas for scope and sequence. Available from the National Council for the Social Studies, 3501 Newark St., NW, Washington, D.C. 20016.

Haynes, C. C., ed. 1994. *Finding Common Ground: A First Amendment Guide to Religion and Public Education.* Nashville: The Freedom Forum First Amendment Center at Vanderbilt University.

Includes practical information on the place of religion in school curriculum and practices including guiding principles, local district policy statements, historical background to the issue, information about resources, and information on religious practices of different religions found in the nation's public schools.

Jenness, D. 1990. *Making Sense of Social Studies.* New York: Macmillan.

A publication of the National Commission on Social Studies in the Schools, this book provides a comprehensive history and assessment of social studies and of the disciplines that contribute to it.

National Council for the Social Studies. 1994. *Expectations of Excellence: Curriculum Standards for Social Studies.* Washington, D.C.: National Council for the Social Studies.

Offers national standards for the discipline of social studies around ten strands for elementary school, middle school, and high school. The NCSS address is 305 Newark Street N.W., Washington, D.C. 20016-3167.

National Council for the Social Studies. 1990. *Social Studies Curriculum Planning Resources.* Dubuque, Iowa: Kendall Hunt.

Includes position statements of NCSS and three model scope-and-sequence alternatives. Kendall Hunt address is 2460 Kerper Blvd., P.O. Box 539, Dubuque, Iowa 52004-0539.

National Council for the Social Studies. 1992. *The Tool Kit: Building Support for Social Studies.* Washington: National Council for the Social Studies.

As a "tool kit" for social studies public relations, the publication explains to the general public what social studies is and why it is important. Moreover, because the publication is updated frequently, its provision of position statements of NCSS would be as up-to-date as any available in a single NCSS publication. NCSS address is 3501 Newark St. NW, Washington DC 20016-3167.

Missouri Department of Elementary and Secondary Education. 1982. *The Social Studies Basic Skills Connection*. Columbia, MO: Assessment Resource Center.
Offers activities for integrating reading, writing, and thinking skills into social studies programs. The Centers's address is 2800 Maguire Boulevard, University of Missouri-Columbia; Columbia, MO 65211.

Missouri Department of Elementary and Secondary Education. 1980. *A Guide to Social Studies Curriculum Development for Missouri Educators*. Columbia, MO: Assessment Resource Center.
While dated in some ways, this publication offers practical, still current ideas for construction curriculum in social studies and includes useful suggestions related to building a social studies rationale.

Citizenship and Law-Related Education

Center for Civic Education. 1994. *National Standards for Civics and Government*. Calabasas, CA: Center for Civic Education.
Offers national standards for civics and government around five major topics for elementary school, middle school, and high school. The Center's address is 5146 Douglas Fir Road, Calabasas, CA 91302.

Missouri Bar Advisory Committee on Citizenship Education. 1992. *A Curriculum Resource Guide for Citizenship Education, Grades K-12*. Jefferson City, MO: The Missouri Bar.
This book includes objectives and activities for law-related citizenship education. The Missouri Bar address is P.O. Box 119; Jefferson City, MO 65102.

Geography and Global Studies

Geography Education Standards Project. 1994. *Geography for Life: National Geography Standards*. Washington, D.C.: National Geographic Research and Exploration.
Offers eighteen standards for geography education for elementary school, middle school, and high school. The National Geographic address is 1145 17th Street N.W., Washington, D.C. 20036-4688. The publication is also available from the Missouri Geographic Alliance, #6 Stewart Hall, University of Missouri-Columbia, Columbia, Missouri 65211.

Joint Committee on Geographic Education. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Washington D.C.: Association of American Geographers.
The booklet provides a rationale for the teaching of geography and offers practical suggestions for incorporating "the five themes of geographic education" into the curriculum.

Ludwig, G., et al. 1991. *Directions in Geography: A Guide for Teachers*. Washington, D.C.: National Geographic Society.
This book expands on the five themes of geographic education noted in the previous citation by providing specific lessons, an annotated listing of geography resources, and blank maps that may be photocopied for classroom use. Available from the Missouri Geographic Alliance, #6 Stewart Hall, UMC, Columbia, MO 65211.

Missouri Department of Elementary and Secondary Education. 1986. *Missouri in the World.* Columbia, MO: Assessment Resource Center.

This publication presents activities and practical suggestions for helping Missouri students relate their state and locality to the broader world. The Center's address is 2800 Maguire Boulevard, University of Missouri-Columbia; Columbia, MO 65211.

History

Gagnon, P., & Bradley Commission on History in the Schools. 1989. *Historical Literacy: The Case for History in American Education.* Washington, DC: Educational Excellence Network.

This book presents major recommendations of the Bradley Commission and offers recommendations for the teaching of history at elementary, middle school, and high school levels and for scope and sequence of history/social studies programs.

Loewen, J. W. 1995. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong.* New York: The New Press.

This book critiques standard accounts of United States history found in senior high textbooks, providing teachers with insights useful in making their history courses more informative, accurate, interesting, and appropriate for citizenship education.

National Center for History in the Schools. 1994. *Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire.* Los Angeles: National Center for History in the Schools.

This book provides a rationale for the teaching of history, major themes for instruction, broad goals, and suggestions for content and objectives in specific U.S. history and world history units. The Center's address is UCLA, 1100 Glendon Avenue, Suite 927, Box 951588, Los Angeles, CA 90095-1588; FAX 794-6740. The Center also produces inexpensive model history units and standards for elementary school history classes. Center publications may be ordered from the Social Studies School Service, 10200 Jefferson Blvd., Room LA 3, P.O. Box 802, Culver City, CA 90232-0802 (1-800-421-4246).

National Center for History in the Schools. 1996. *National Standards for History (Basic Edition).* Los Angeles: National Center for History in the Schools.

Offers history standards for elementary school, middle school, and high school. Earlier versions of these standards were subject for political controversy. This revised version has taken into consideration many of the criticisms and has received better public acceptance. The book is available from the UCLA Store, 308 Westwood Plaza, Ackerman Union, #A-213, Los Angeles, CA 90024-1614.

MISSOURI ORGANIZATIONS

Following are organizations that produce curriculum materials and conduct workshops that district curriculum committees and classroom teachers will find to be helpful in their social studies instructional planning:

Missouri Council for the Social Studies.

The Missouri Council for the Social Studies, affiliated with the National Council for the Social Studies, produces newsletters and conducts two state conferences annually. MCSS is an excellent resource for elementary and secondary social studies teachers for its ideas, programs, and networking potential. For information on how to join, contact the Curriculum Consultant for Social studies, Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102.

Missouri Bar Advisory Committee on Citizenship Education.

The ACCE conducts conferences, produces a newsletter, and assists with staff development workshops related to citizenship and law-related education. The ACCE address is The Missouri Bar, 326 Monroe, Jefferson City, MO 65101 or P.O. Box 119, Jefferson City, MO 65102.

Missouri Council on Economic Education.

The Council conducts the Stock Market Game and helps support Centers for Economic Education. Centers for Economic Education produce materials and conduct workshops for teachers. Centers are located at University of Missouri-Columbia, University of Missouri-Kansas City, University of Missouri-St. Louis, and Southwest Missouri State University. Units available from the Centers are many and applicable for many levels. They include: *Econ and Me, Kaleidoscope, Play Dough Economics, Mini-Society, Community Publishing Company, Zooconomy,* and others. The Council's current address is 1100 Rockhurst Road, Kansas City, MO 64110.

Missouri Geographic Alliance.

The Alliance produces a newsletter, conducts workshops and conferences, and has a speaker's bureau. The Alliance address is 6 Stewart Hall, University of Missouri-Columbia, Columbia, MO 65211.

Missouri International Studies Resource Collection.

This service of the Center for International Studies, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121, consists of a free resource bibliography and lending library of international studies resource materials for various levels and for the entire state.

Office of the Social Studies Curriculum Consultant, Missouri Department of Elementary and Secondary Education.

This office keeps up-to-date on the latest developments in social studies curriculum nationwide and on organizations and other resources pertinent to social studies education. Its major function is to serve public schools in the State of Missouri.

APPENDIX A

EXAMPLES OF QUALITY STUDENT WORK

In the treatment of the strands in Chapter 3, many activity suggestions were listed in the right-hand column. Simply listing activities, however, may not communicate in a concrete way the appearance of quality student work. In this appendix a few examples of quality student work are presented to serve as models of what is possible.

There are three limitations with regard to what is presented here. First, because this is a print document, the Framework authors were unable to include examples of quality student work that cannot fit within this format, such as oral reports, debates, collages, mock trial performances, historical reenactments, and history magazines. Second, only a few examples of student work are provided here because the framework authors were advised by many reviewers not to make the Framework too long. Finally, some of the examples shown here have some imperfections, maybe a spelling error or two or a minor error of fact. We included the examples here with their mistakes not because we want to promote sloppy spelling or factual misinformation, but because the examples are real products of boys and girls that possess other strong redeeming qualities.

Despite those limitations, the examples shown offer some vision of what Missouri students are able to do with regard to the Show-Me Standards in the area of social studies.

Elementary School Social Studies Activity
"A Persuasive Advertisement About Missouri?"

by
Jan Keenoy, Fourth Grade Teacher
Ross School, Parkway School District

Task

This task was used in conjunction with a unit on Missouri at the fourth grade level. The activity requires students to carry out library research, to organize ideas that come from a variety of sources, and to communicate ideas persuasively. Following are the directions given to the students:

Think about all we have studied about Missouri. Pick out your favorite things and write a persuasive advertisement for Missouri—something that would make an outsider want to visit us. Put it on the magazine article form [we have been using].

Your work will be assessed on how well you:

- *organize your ideas*
- *present factual information in your advertisement*
- *communicate your ideas to persuade readers to want to visit Missouri*
- *support what you write with appropriate illustrations*

Show-Me Knowledge Standards Addressed

SS 2 (knowledge of) continuity and change in the history of Missouri, the United States and the world

SS 5 (knowledge of) the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and environment

Show-Me Performance Standards Addressed

1.2 conduct research to answer questions and evaluate information and ideas

1.8 organize data, information and ideas (including charts, graphs, outlines) into useful forms for analysis and presentation

2.1 plan and make written , oral and visual presentations for a variety of purposes and audiences

2.2 review and revise communications to improve accuracy and clarity

Student Work

An example of one student's quality response to the task may be found on the next two pages.

Commentary

Student responses were evaluated using the criteria cited above in the discussion of the task.

Hello and welcome to Missouri, "The Show me State." Missouri is a state of many historical sites.

One of the historical sites in Missouri is Forest Park. Forest Park is the largest park in the St. Louis area. Forest Park is where the 1904 World's Fair was held. During the 1904 World's Fair ice cream and hot dogs were first tasted. The St. Louis Zoo is also in Forest Park. The St. Louis Zoo is one of the best zoos in the world. The bird cage in the St. Louis Zoo was built especially for the World's Fair in 1904. The St. Louis Art Museum is also in Forest Park (pretty big park huh). The Art Museum is one of the best art museums in the U.S.

Another historical site in Missouri is the Gateway Arch. The Gateway Arch reminds us of St. Louis's nickname "Gateway to the West." It is called the Gateway Arch because St. Louis is where many pioneers started their travel west. Some of the most known are trails are the Oregon Trail

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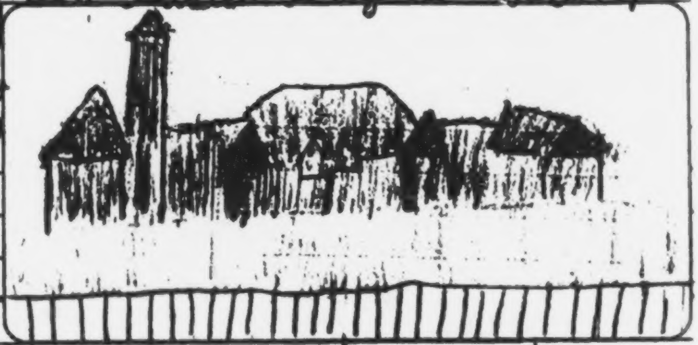
and the Santa Fe Trail. Below the Arch there is a very intersting museum

Another historical site in Missouri is Union Station. Union Station, as you probably know was once a train station. But, later when airplanes became an easier way to travel, the station closed. When a company wanted to destroy the building many people were against destroying the station. There were so many people against destroying the station, it was saved! Now, at Union Station there many shops and you can see the tracts a train once used.



I think Missouri is a place where people of all kinds and ages, can enjoy Missouri's sites. I hope you enjoy your stay in Missouri and you visit these and other places.

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Elementary School Social Studies Activity
"Gateway to the West, A Historical Drama"

by
Jan Keenoy, Fourth Grade Teacher
Ross School, Parkway School District

Task

This task was used in conjunction with a unit on Missouri at the fourth grade level. The activity requires students to carry out library research, to organize ideas that come from a variety of sources, and to collaborate with each other to develop and perform an informative, entertaining play summarizing ideas learned in the unit. Following are the directions given to the students:

Get into small groups and compose a play that depicts a conversation that might have occurred during the mid 1800s on the St. Louis Riverfront. Remember to include various facts about the people who traveled through the gateway to the West like the people wanting to use the famous trails, the gold rush folks, the trappers and various settlers. Make it fun and interesting, but don't forget the facts.

You will be given one day to meet in your group, make plans, and conduct research, a second day to choose parts, plan what you will say, and develop the script for your play; a third day to practice your parts; and a fourth day to perform your play for other fourth graders.

Your work will be assessed on how well you:

- *present accurate information in the part you researched*
- *carry out your part in the play*
- *participate in the group to compose a good script for the play*

Show-Me Knowledge Standards Addressed

SS 2 (Knowledge of) continuity and change in the history of Missouri, the United States and the world

Show-Me Performance Standards Addressed

1.2 conduct research to answer questions and evaluate information and ideas
1.7 evaluate the accuracy of information and the reliability of its sources
1.8 organize data, information, and ideas into useful forms (including charts, graphs and outlines) for analysis and presentation
2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2 review and revise communications to improve accuracy and clarity
4.6 identify tasks that require a coordinated effort and work with others to complete those tasks

Student Work

An example of one student's quality response to the task may be found on the next three pages.

Commentary

Student work and performances were evaluated using the criteria cited above in the discussion of the task.

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GATEWAY TO THE WEST

A Historical Drama
by Room 4 A

Setting: St. Louis City in 1850
A place near the docks on the Mississippi River where many people gather to do business.

(Note: Names of real historical figures are underlined.)

Kit Carson: I'm just getting ready to go up the Missouri River to the Rocky Mountains to trap beaver, bear and deer. They are calling us mountain men and we hope to become rich in the fur trade.

Felicity Morgan: I could use some of those furs. I'm always cold and never dressed right for the weather and the hardships of the frontier of Missouri. These high heeled shoes are killing me and I keep tripping over my long skirts.

Jonathan Becknell: Well, I'm headed down to the Southwest on the Santa Fe Trail that was started by the Spanish. We travel in wagon trains to stay safe from the Indians and we trade off some of our Missouri mules for silver and other goods and we always get more than we came with. We are helpful because we get information about the Southwest for the future settlers. We are getting rich on the Santa Fe Trail.

Becky Hollaway: I can't be very concerned with getting rich. I spend most of my day tending to the farm animals, making candles, keeping the fire going and nagging my children to do their chores. Where are those kids anyway —have they run down to the river to play again?

Ben Austin: My grandfather, Moses, wanted to take settlers down to Texas but he died before he got there. So my dad Stephen tried to carry out the plan but things got messed up when he had to go to the Mexican government to get permission to settle on their land. Finally, we now have many families coming through Missouri to go to Texas. Texas was a country for a while before it became a state in 1845; so we are excited to get on down there.

Megan Jeremiah: I hope Texas has good roads. My husband is always off to repair a road that has gone rotten here in Missouri. He says he is expected to be there, but I know all the men work on the road for just a little while and then they spend the rest of the time playing cards and talking. I hope Texas doesn't use those plank roads that break down so easily.

Abe Whitteker: My family is going to Kansas City to get onto the Oregon Trail. Many of my friends and relatives have died or been ill on that trail over rivers, plains and mountains. But the ones who made it say that it is a rich land with plenty of rain. I can't wait to get started.

Elizabeth Kelly: The Oregon Trail was too much for me. I took one look at the map and listened to the sad stories and decided to stay here in Missouri with my husband and kids. The community where we live had a house raising for us and they made blankets for all my kids at the quilting bee. We are Missourians now and we're going to stay put right here.

Laura Keen: We heard about gold being discovered in California so we are taking a wagon train west to get rich. But we like it here. Maybe we will come back to Missouri if things don't work out. Many of my friends are tired already and are just going to stay in Missouri for good.

Jessica Roberts: My husband left to prospect for gold out west a couple of months ago. He said he'd send for us if he struck it rich but we haven't heard from him at all. The mail takes a long time to get there and back. I hope he's okay. I'm getting used to it around here. I guess we'll just have to wait and see. There's nothing I can do about it.

Anthony Prescott: I work for the Butterfield Overland Mail service and I just got the mail off the train at Tipton. It will take me 25 days to get the mail west. Isn't that fast?? I guess it isn't fast enough for the lady who wants to hear from her husband, the gold miner.

Andrew Ashton: That's nothing, I work for a huge supply company called Russell, Majors, and Waddell and we carry supplies to miners and ranchers and farmers out west. We use 40 thousand oxen on three thousand wagon trains to do our job. We're a big operation and we get the job done as fast as we can. Maybe one of my men has heard about this woman's husband and can give her information about how he is doing out west.

Kevin David: Maybe I can help. I am just a boy but I am the Pony Express rider and me and my team can get mail out west in about 10 days by switching horses every 15 miles. Once the trains come through, they won't need me anymore. But right now, I am the one everyone depends on for news to and from the frontier.

Jessica Roberts: Well, I hope I don't have to wait until the railroad is laid and the trains head west to hear from my husband. If I have to wait until then, I will just jump on that train and find him myself. And I wouldn't want to be in his shoes then.

The scene closes on the St. Louis Riverfront as the sun is going down. It is a busy place, filled with people who are setting out on new lives and adventures to the west.

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Middle School Social Studies Activity
"Where in Missouri Are You?"

by

Linda Greason, Southeast Missouri State University
Jana Loge, Southwest Missouri State University

Task

This task may be used in conjunction with a unit in which students learn how to interpret maps. The activity requires students to use skills in mathematics and communication arts in addition to those in social studies. Following are the directions given to the students:

Context: *A school principal has asked the Student Council to contact several individuals to bring a special presentation for a school assembly. Members of the planning committee for this event need to give information to the person chosen to come to the school. The principal has asked the committee to give two alternative routes (using cardinal directions), the estimated mileage, and an approximate time to allow for driving from the speaker's hometown.*

Prompt. *The principal has made the decision on the guest speaker. Since the assembly will take place in February, please explain in a business letter which route you would recommend for the speaker to travel (including mileage and driving time) and give supporting reasons for your choice.*

Criteria: *Your work will be assessed on how well you:*

- *explain two suggested routes with accurate cardinal directions, mileage and driving time from Cape Girardeau to Jefferson City on the chart (see the following page).*
- *compose a business letter to the speaker including complete directions, mileage and driving time for the preferred route.*
- *justify the preferred route for February travel in your letter.*

Show-Me Knowledge Standards Addressed

SS 7	(knowledge of) how to use tools of social science inquiry (such as surveys, statistics, maps, documents)

Show-Me Performance Standards Addressed

2.1	plan and make written, oral and visual presentations for a variety of purposes and audiences
3.2	develop and apply strategies based on others have prevented or solved problems
3.3	develop and apply strategies based on one's own experience in preventing or solving problems
3.7	evaluate the extent to which a strategy addresses the problem

Student Work

An example of a quality student response may be found on the next two pages.

Commentary

Student responses were evaluated with separate scores for social studies, language arts, and mathematics using as criteria: clarity of communication, attention to the directions, and quality problem solving using maps as a resource.

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ASSESSMENT ACTIVITY

WHERE IN MISSOURI ARE YOU?

Your school principal has asked the Student Council to contact several individuals to bring a special presentation for a school assembly. As a member of the planning committee for this event, there is information that needs to be given to the person chosen to come to your school. The principal has asked that you determine two alternative routes from the speaker's hometown to your town. With this information you need to give the principal the estimated mileage from the speaker's hometown to yours, the alternative routes to take (including cardinal directions), and an approximate time to allow for driving.

Your principal has made the final decision on the guest speaker. Since the assembly will take place in February, please explain to the principal in a letter which route you would recommend for the speaker to travel and give supporting reasons for your choice.

The individual chosen to speak to your school is coming from Cape Girardeau to Jefferson City.

Route traveled	Total mileage	Driving time
Get on I 55 N to I 270 W. Go from I 270 W to I 44 S to 2 Lane 50 to Jefferson City.	220 miles	3 hours 34 minutes
Get on I 55 N to I 70 W. Go on I 70 W to freeway 54 S to [illegible] Jefferson City	265 miles	4 hours 6 minutes

Write a letter to the principal providing her with the suggested route from Cape Girardeau to Jefferson City. Support your choice.

1310 E. State Street
Jefferson City, MO 65102
February 1, 1996

Mrs. Fenton
1310 E. State Street
Jefferson City, MO 65102

Dear Mrs. Fenton:

Here is the route I would suggest our speaker to use. The roads are state roads and will be cleared of the ice and snow sooner.

Starting from Cape Girardeau, our speaker should get on interstate 55 north until you reach interstate 270. Go west on it until you come to interstate 44 and go south. When you reach 2 lane 50, go west to Jefferson City. It is 220 miles and will take 3 hours and 34 minutes.

Sincerely,

High School Social Studies Activity
"Constitution Essay"

by
Warren Solomon
Missouri Department of Elementary and Secondary Education

Task

The Department of Elementary and Secondary Education designed this task as an essay for students to submit in applying for the Award for Outstanding Achievement in Citizenship. It may be used as a research paper assignment in a unit on the United States Constitution in an American Government course. The activity requires students to use skills in communication arts in addition to those in social studies. Following are the directions given to the students:

Your research paper should address these questions:

1. *Which part of the United States Constitution, including its amendments, do you consider to be of the greatest importance? (Quote that part, limiting your quotation to no more than 100 words.)*
2. *What does the part of the Constitution you quoted mean?*
3. *How does that part of the Constitution relate to your life and that of other citizens?*
4. *How might your life be different if the words (and meaning) of that part of the Constitution were different?*
5. *In the history of the United States how has that part of the Constitution been a source of controversy?*
6. *Why is that part of the Constitution important for all Americans to understand?*

Special Directions in Answering the Above Questions

1. *The essay must be organized following the sequence of the questions as presented above.*
2. *The essay should be responsive to the above questions without straying from what they ask.*
3. *The essay should incorporate ideas from at least three published sources, which you properly identify in endnotes and a bibliography using any consistent standard format.*
4. *The entire essay not counting your endnotes and bibliography must be confined to no more than five double-spaced type-written or computer-printed pages of standard type (10 or 12 pitch).*
5. *You must do all work on this essay independently.*

Scoring criteria

1. *Ideas should be communicated clearly and convincingly to readers using concrete examples.*
2. *The essay should be interesting to readers, holding their attention.*
3. *The ideas presented in the essay should be accurate.*
4. *The essay must follow the "Special Directions" noted above.*
5. *The essay must use standard English grammar, spelling, and style conventions.*

Show-Me Knowledge Standards Addressed

SS 2	(knowledge of) continuity and change in the history of Missouri, the United States and the world
SS 3	(knowledge of) principles and processes of governance systems
SS 6	(knowledge of) relationships of the individual and groups to institutions and cultural traditions
SS 7	(knowledge of) the use of tools of social science inquiry (such as suveys, statistics, maps, documents)

Show-Me Performance Standards Addressed

1.1	develop questions and ideas to initiate and refine research
1.2	conduct research to answer questions and evaluate information and ideas
1.7	evaluate the accuracy of information and the reliability of its sources
1.8	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis and presentations
2.1	plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	review and revise communications to improve accuracy and clarity
4.2	understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
4.4	recognize and practice honesty and integrity in academic work and in the workplace
4.5	develop, monitor and revise plans of action to meet deadlines and accomplish goals

Student Work

An example of a quality student response to the task may be found on the next six pages. The specific essay, rated highly by seven reviewers, which included educators and an attorney, was drafted by Emily Stipp from Lebanon High School.

Commentary

The student response was assessed using a scoring guide based directly on the criteria noted above. The criteria were given to the student with the assignment.

WOMEN'S SUFFRAGE: A LOOK AT THE 19TH AMENDMENT

by Emily Kay Stipp

January 10, 1996

Of all the unalienable, guaranteed rights offered by the United States Constitution, I feel that one amendment is by far the most important to me. Without the 19th amendment, all other legislation would seem very insignificant to me as a female American citizen. The amendment reads as follows:

> The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any States on account of sex. The congress shall have power to appropriate legislation to enforce the provisions of this article.

This amendment granting women the right to vote expanded the realm of the Constitution and altered the course of history.

Initially, the meaning of this amendment may seem very simple and even rather insignificant to some. It is not long and complex like so many of the other amendments, but short and simple in giving another group the right to vote. Yet, however small and insignificant it may seem, a quick look into the background of this right will reveal just how powerful the amendment really is. Women gaining the right to vote was not a sudden inspirational addition to the Constitution. Rather, it was hard-fought victory to an almost century long battle.

American feminism first began to emerge as an organized movement in the 1830's and 1840's. Strong feminist reformers evolved from campaigns to end prostitution, promote temperance, and end slavery. When women became active in these movements, men did not allow them to participate as equals. Therefore, women soon began to realize that they also had very few rights. The first major step towards equality between men and women was the Seneca Falls Convention of 1848. At this convention, such great feminists as Susan B. Anthony, Elizabeth Cady Stanton, and Matilda Joslyn Gage wrote and adopted a coherent program for women's equality, "The Seneca Falls Declaration of 1848." Patterned after the United States' own Declaration of Independence, this program listed may grievances against men, including his denying a women the right to vote. The declaration ends with a list of resolutions to promote equality and to end discrimination against women (Anthony 174-8).

Undoubtedly, the greatest goal of this movement was women's suffrage. For with the right to vote, came the power to become involved and to initiate change. Stanton, Anthony, and all their followers knew that to achieve respect and equality in social, economic, and religious settings, they had to first achieve respect and equality in the political setting. In 1890 the reformers founded the American National Women Suffrage Association with Anthony as president (Rossi 408). Assuming the role of a dedicated leader, she traveled from state to state campaigning for women's rights. As a result, the women's movement began rapid national and worldwide growth. Many states began to change property qualifications and allow women into colleges and universities ("Susan B. Anthony"). However, when Anthony stepped down as president of the ANWSA in 1900, she had still not accomplished her ultimate goal. It was another 20 years before women gained the right to vote, and only one of the first generation pioneers, Antoinette Brown Blackwell, lived to cast her ballot in that first election (Rossi 407).

As a result of hard work and determination, the ratification of the 19th amendment was one of the most significant events of the early 20th century. The amendment was so important because of what it meant to the ladies who fought for it. In her book, *Eighty Years and More: Reminiscences, 1815-1897*, Elizabeth Cady Stanton expresses her deep feelings on women's rights.

> To me there was no question so important as the emancipation of women from the dogmas of the past, political, religious, and social. It struck me as very remarkable the abolitionists who felt so keenly the wrongs of the slave, should be so oblivious to the equal wrongs of their own mothers, wives, and sisters (qtd. in Gurko 56).

It is because of attitudes like this that the 19th amendment exists today. Today all women over the age of 18 have the wondrous privilege to cast their ballots. They no longer must hide in the shadow of man. Women today not only vote, but also work along side men in positions of public office. Without the 19th amendment, this feat would have never occurred. Great women leaders such as Sandra Day O'Connor and Nellie T. Ross won high political offices because following women's suffrage, women began to gain the respect and confidence they deserved.

As I stated before, this portion of the Constitution is very important to me because it relates directly to my life. In two months I will turn 18. I will fulfill my duty as an American citizen by registering to vote. The thought of voting in the upcoming Presidential election excites me and makes me proud to have the right to vote. I am thankful to the early feminists for fighting to give me this right. Even though most of them never got to vote, they have taken part in every election since 1920. For every time a woman goes to cast her ballot, she is representing those brave reformers and everything they stood for.

If the 19th amendment did not exist or was different in any way, my life would also be vastly different. I would not enjoy many of the freedoms, rights, and privileges that I do today. For if women would never have received the right to vote, many other changes would never have come about. Conditions would most likely be very similar to those of the 19th and early 20th centuries. In those eras, a woman was legally "dead," especially if she was married. Under the common law, a married woman ceased to exist. She could not be a witness in court, control her earnings, choose where she would live, or control her property. She herself was the property of her husband. The common law was somewhat kinder to unmarried women. She could own and manage property that she could acquire through her own inheritance or labor. Her means of obtaining property, however, seemed very limited. Great social pressure to marry also existed during that time period; therefore, it left very few single, independent women. Even those few had no say in government or politics. Woman was only a silent figure in standing along side a man (De Pauw 46-47).

Besides these adverse conditions, many other problems would arise in my life without the right to vote. I would not feel protected or entitled to any of the other rights offered in the

Constitution. For without the right to vote, I would have no say in politics at all. My life would fall out of my hands. Every one of my basic rights would falter in some way, shape, or form. I would have no freedom of speech because what I have to say would not matter to a male-dominating world. I would have no need for freedom of assembly, press, or religion, because I could do nothing to enforce, pass or initiate my legislation. Basically, the Constitution that now protects and guides me would serve no real significance in my life.

Getting the 19th amendment passed was not an easy chore and involved much controversy. The greatest of these occurred on November 1, 1872 when Susan B. Anthony and a group of her followers demanded to register to vote. She claimed to have the right under the 14th amendment's equal protection clause. With Anthony threatening to bring charges against them, the officials conceded to let her register. On November 5, 1872, she and her followers went to the polls and voted. Immediately after casting their ballots, officials arrested the women and put them in jail. An all male jury found Anthony guilty and fined her $100. She declared that she would never pay the fine and was secretly pleased that her case had gone to court. Her stand gained great publicity for women's rights as well as created a certain amount of sympathy for her and her followers ("Susan B. Anthony").

Controversy has also occurred in the years following the ratification of the 19th amendment. Many cases have gone to court involving just how far to extend the rights of women. Cases such as Reed v. Reed (1971), where the court held that women were as entitled as men to serve as administers of estates, and General Electric v. Gilbert (1976), forbidding sex discrimination by private employers, all stemmed from the 19th amendment (Cushman 403, 404). Numerous other cases have given women more and more rights over the years. But if it had not been for the initial right granted to them, the right to vote, women would have never evolved into what they are today.

For women to continue to strive for equality, it is extremely important that all Americans understand the true meaning of the 19th amendment. America has come a long way, but have we come far enough? Women still have not obtained all of the rights of equality proposed by the "Seneca Falls Declaration of 1848" or hoped for by early reformers. A double standard still exists in our society today. It is obvious to see that we have not reached equality by looking at the mere numbers. A women earns $.72 to a man's $1.00 (Hitchings 778). Men also hold the majority of powerful and influential positions in today's society. To alter this current trend, efforts for equality must again initiate a change. Men must remember the 19th amendment anc what it stood for. He must encourage women to strive for greatness in the political world instead of beating her down with his "superiority." Finally, he must realize what it took legislatures over 100 years to realize: That given the chance, women can compete in a fast-paced, intellectual race and can offer great contributions to our society.

We as women, however, must accomplish the greatest task. We must prove that we can indeed prosper in a man's world. Right now, many women are failing in this attempt. We have been granted a great privilege to express our views. Yet women have had one of the lowest voting percentages of all groups. It took until 1986 for the percentage of women voters to equal the percentage of men voters (Wayne). If we do not vote, then we do not deserve our rights as American citizens. It is important for us to understand the significance of the 19th amendment and the tremendous responsibility we have in upholding it. In conclusion, every American citizen should realize that legislatures took an important and courageous step in 1920. The 19th amendment opened a new door to politics and we, as American citizens, have the key to get in. There are no limits as to what we can achieve through this avenue. To quote the last public words spoken by Susan B. Anthony, "Failure is impossible" ("Susan B. Anthony").

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High School Social Studies Activity
"Early African Newsmagazine"

by
High School Social Studies Faculty
Rock Bridge High School, Columbia School District

Task

Following are the written directions given to students for this assignment:

For this cumulative assignment, you will be part of a 3- or 4-member group which will produce a retrospective "special edition" newsmagazine of early Africa. The magazine will include articles from all the kingdoms/tribes represented by your group. Each member will be responsible for producing four articles and a visual from the kingdom/tribe he or she studied in class. Thus, a 4-member group will produce a magazine which includes:

4 articles/1 visual from North Africa
4 articles/1 visual from the Bantu/Zulu
4 articles/1 visual from East Africa
4 articles/1 visual from West Africa

Each student will be graded individually on the 4 articles and 1 visual he or she produces (105 points). In addition, each student will receive a group grade for the overall product, specifically the cover, the layout, and the general editing (30 points). Thus the entire project will be worth 135 points.

Because this is a group project, your group members are counting on your participation and contributions. You must not only contribute 4 articles and 1 visual to the group; you must also serve as a proofreader for all the other articles written by your group members. You will be expected to offer positive criticism and suggestions concerning the layout, the cover, and the visuals. It is imperative that you meet all deadlines set up by your group: if you leave your articles at home the day the magazine is due, you have not only destroyed your own grade, you have also destroyed part of the grade for the rest of your group members.

Most groups work best if each member is assigned a specific task in addition to his/her individual task of providing 4 articles and 1 visual. These tasks may be:

***Editor-in-chief:** This person is in charge of collecting all articles, assigning the articles to various group members for proofreading and editing, setting up deadlines, and keeping everyone on task.*

***Layout expert:** This person is in charge of deciding how wide the newsmagazine columns should be and letting everyone know how wide to type the articles and to draw visuals. Once the articles have been proofed and edited, the layout expert arranges the articles in columns and pastes them together in a rough draft to give to the computer expert.*

***Visuals expert:** This person collects the visuals, checks for appropriate captions, adds color if necessary, and works with the layout expert for inclusion of the visuals in the newsmagazine.*

Typist (computer expert): *This person is responsible for putting the entire newsmagzine on computer in column form. He/she must work with all the other experts to receive the rough draft layout in plenty of time to get it typed. Since this is the largest of the four jobs, this person might be excused from proofreading and editing duties.*

SPECIFIC EXPLANATIONS OF ARTICLES AND VISUALS

1. News article

This article must be treated as a regular front page news story about an event of major significance in the history of the kingdom/tribe. The reporting of this event should include detailed answers to the questions:

Who was involved in this event?
What was the event?
Where did the event take place?
When did the event take place?
Why did this event occur?
...and since this is a retrospective look at history, it is also important to add...
What is the overall significance of the event in the history of this kingdom/tribe? What does the event reveal about the people and their culture?

2. Editorial

An editorial is an article that expresses one person's opinion on a given issue or topic. Choose an issue or topic which might have been controversial or "hot" at the time of this civilization. Then take a stand on the issue, using specific historical facts, details, and reasons to back up your opinion. Your opinion is only as valid as the evidence you use in support. You might take a particular environmental issue, a controversial law, a particular belief which may have been attacked, or a conflict which has been brewing in this kingdom/tribe. The good editorial not only expresses an opinion; it generally suggests action to be taken concerning the topic or issue under discussion.

3. Obituary

Choose a "great" person to serve as the subject of an obituary. Pretend you are writing the article soon after the person's death. Find as many historical facts as possible to include about this person, and be sure to explain his/her significance to the history of the people and their culture.

If no "great" person was mentioned in your reading about this kingdom/tribe, make up an imaginary citizen who might have lived in this kingdom/tribe. Give him/her a name, typical job, and a series of accomplishments which would be appropriate to life in this culture.

4. Feature or Human Interest Article

This kind of article features some topic that would have been of interest to the people at the time of this civilization. For example, it might be an article about a new farming technique, the construction of a house of worship, the dedication of a culture center, or a scientific or medical breakthrough in some particular area. The writing of this kind of article requires creativity and imagination.

5. Visual

A visual may be a picture, a graph, a map, a diagram, a chart, or a drawing which supplements the information given in an article of the news magazine. A visual must be accompanied by a caption which explains what it shows and its significance. Color generally makes a visual more appealing.

Show-Me Knowledge Standards Addressed

SS 2	(knowledge of) continuity and change in the history of Missouri, the United States and the world
SS 6	(knowledge of) relationships of the individual and groups to institutions and cultural traditions
SS 7	(knowledge of) the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Show-Me Performance Standards Addressed

1.1	develop questions and ideas to initiate and refine research
1.2	conduct research to answer questions and evaluate information and ideas
1.4	use technological tools and other resources to locate, select and organize information
1.7	evaluate the accuracy of information and the reliability of its sources
1.8	organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis and presentations.
1.9	identify, analyze and compare the institutions, traditions and art forms of past and present societies
1.10	apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1	plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	review and revise communications to improve accuracy and clarity
2.7	use technological tools to exchange information and ideas
3.1	identify problems and define their scope and elements
3.2	develop and apply strategies based on ways others have prevented or solved problems
3.3	develop and apply strategies based on one's own experience in preventing and solving problems
3.4	evaluate the processes used in recognizing and solving problems
3.6	examine problems and proposed solutions from multiple perspectives
3.7	evaluate the extent to which a strategy addresses the problem
4.1	explain the reasoning and identify information to support decisions
4.3	analyze the duties and responsibilities of individuals in societies
4.4	recognize and practice integrity in academic work and in the workplace
4.5	develop, monitor and revise plans of action to meet deadlines and accomplish goals
4.6	identify tasks that require a coordinated effort and work with others to complete those tasks.

Student Work

An example of a quality student news magazine follows on pages 217-232.

Commentary

The student response shown below was scored highly using the following scoring guide:

1. *The newsmagazine is visually attractive because of*
   - *an appealing cover with title*
   - *carefully edited articles*
   - *appropriate appealing visuals* _____ *(30 points)*

2. *The newsmagazine includes the following articles and visual from* ____________________ *(kingdom/tribe):*

   A. *an editorial which reflects the writer's opinion on a controversial, historical topic from this kingdom/tribe, and supports that opinion with a variety of details and reasons* _____ *(25 points)*

   B. *a major news article which includes the relevant information (who? what? when? where? why? how?) about an important event in the history of this kingdom/tribe* _____ *(25 points)*

   C. *an obituary about an important person (real or imaginary) who in some way influenced events in the history of this kingdom/tribe* _____ *(15 points)*

   D. *a pleasing, appropriate visual and caption which supplements the information given in one of the articles above* _____ *(15 points)*

   E. *a human interest or feature article on a topic of your choice from the history of this kingdom/tribe* _____ *(25 points)*

Total points _____ *(135 points)*

November 10, 1994 $2.50

THE SPOTLIGHT

Islam: Is it for us?
Get this writers opinion.

The most up-to-date report on the situation in Zululand you•ll find!

The drought is driving the people away! How the drought in Ethiopia and Egypt will affect the rest of Africa.

Sanctuaries of Stone:
The inside scoop on these new churches.

Editors

Becky Kling

Lindsay Woodward

Brooke Storm

Krista Lang

370

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The most up-to-date information available. We take an in-depth look at the overwhelming victory by the Zulus.

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With the end of the second Punic War, many people wonder if it was really the last.

3. Sundiata vs. Soumaoro 5

4. Disasterous Drought 6

This terrible drought is taking it•s toll on Central Africa as the exauhsted and thirsty Ethiopians and Egyptians migrate south.

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A new wave, modern form of art puts Africa•s greatest recource to use!

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Editorials

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Many people think that these new war methods are hurting us. Get this writers opinion.

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Should we really let our entire belief system be changed by our own leaders? This woman says no.

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ZULU DEFEAT BRITISH
BY BECKY KLING
1879 A.D.

The tension between the Zulu and the British has been building up for many months now. The British feel they deserve the Zulu's land to expand their colonies. The Zulu's feel the British have no right to the land that has been theirs for so many generations.

Finally last week, the tension broke. The British invaded Zululand on the morning of November 1, 1879. One week later, they walked back out shamefully defeated.

The Zulu's surprised the British with their determination and strength. How could the British have known that their primitive enemies could be so organized and powerful?

"Organization is the key. My soldiers are all very well trained and very disciplined", Cetshwayo said of his warriors. Many people believe that Cetshwayo deserved all the credit for the smashing success of the Zulus. It was his knowledge and creativity that gave birth to the war tactics that have proved so productive for his people. The Bull Horn tactic, as it's called, consists of a center force with extending arms to surround the enemy. When applied, this strategy almost always prevents the enemy from defending itself.

Although the British were sorely humiliated last week, no one doubts that this conflict will continue to grow. The only question we have now is who will come out victorious, and who will ultimately be destroyed.

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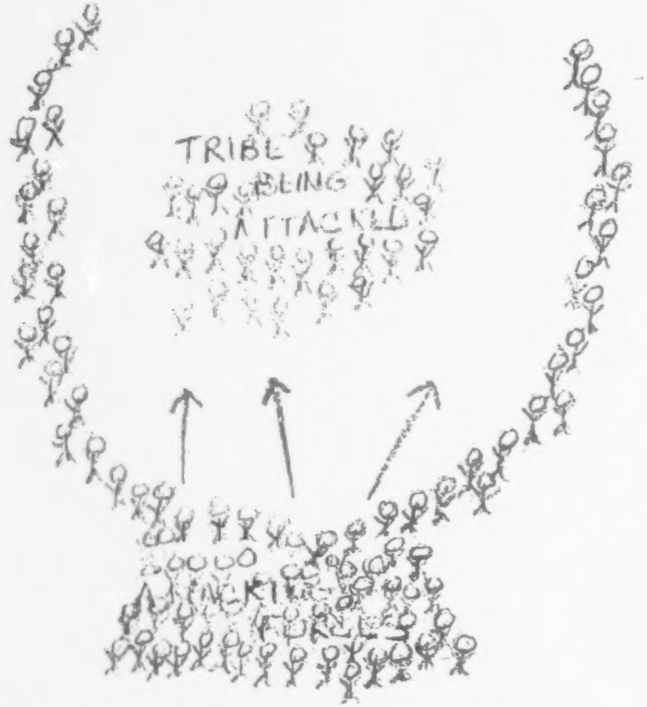
3

ILLUSTRATION BY KRISTA LANG


TRIBE BEING ATTACKED
ATTACKING FORCES

THE BULLHORN FIGHTING TECHNIQUE

APPENDIX A

PUNIC WAR ENDS-- AGAIN?

BY BROOKE STORM

202 B.C.

Seventeen years ago, the people of the Carthaginian Empire had high hopes and expectations for their long respected and newly appointed avenger, Hannibal, son of Hamilcar Barca. The people of Carthage simply could not except their loss to Rome over the straits between Southern Italy and Sicily. Twenty-two years after Rome gained control of Sicily, the citizens of Carthage found the leader who they deemed capable of defeating their long time mediterranean foe.

In 219 B.C., Hannibal went to Spain in order to gain knowledge about war tactics, and he did. He learned new methods of war waging and he learned that mobile forces were the key to effective armies. Later that same year he fooled the entire Roman army by completing one of the most difficult treks of all time. He lead his army along the North African coast, across the strait of Gibralter, through Spain, over the Alps, into Italy, and right up to the Gates of Rome.

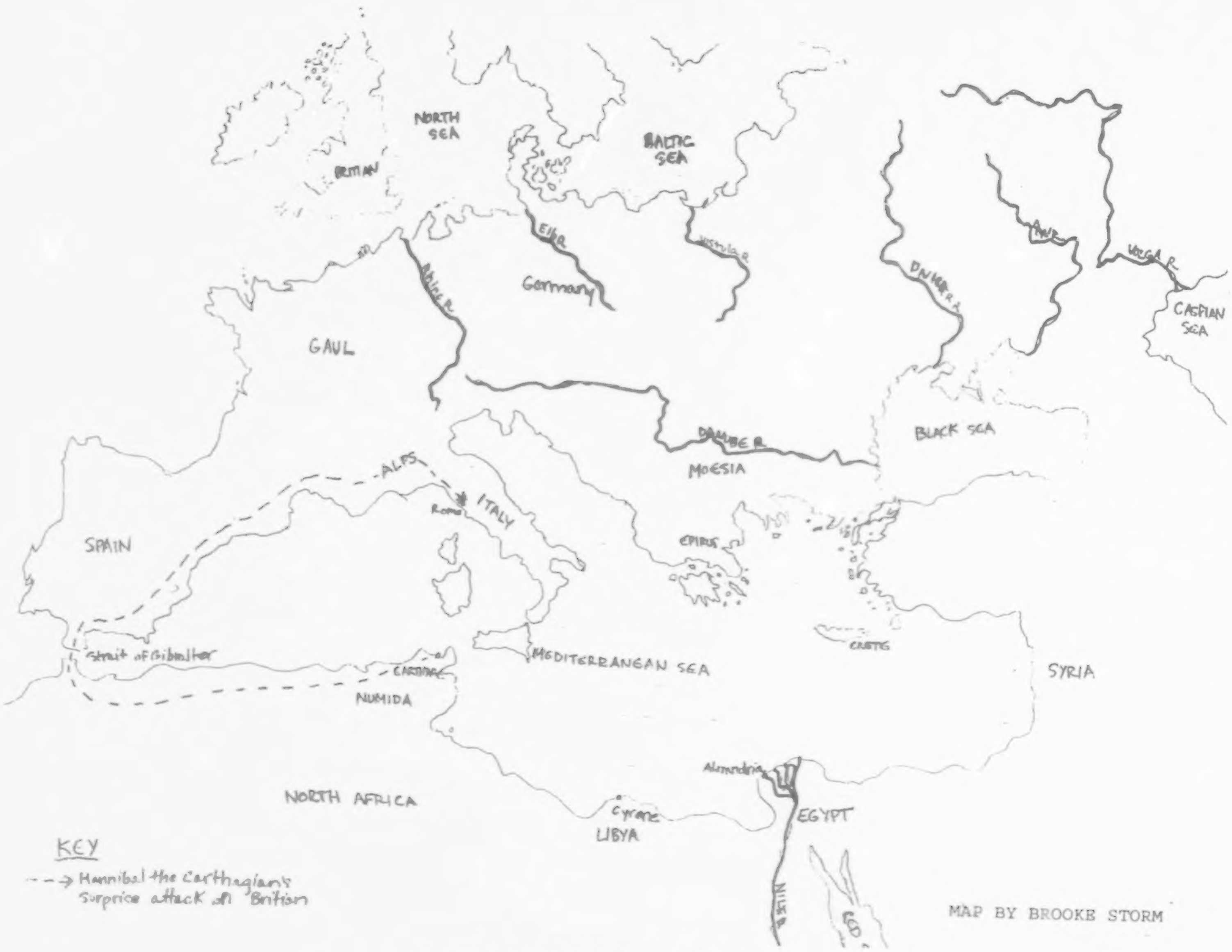
Although Hannibal and his army took Rome and its general Scipio Africanus by surprise, Rome's allies stood by her side. Scipio began to copy Hannibal's mobile warfare tactics. This and the fact that Rome simply had more manpower than Carthage were the two factors that eventually led to Hannibal's defeat at home.

While Hannibal was battling in Italy, Africanus sailed to Africa. The two rivals met up for the final show down near the town of Zama. Sadly for Carthaginians, Hannibal was defeated and Rome maintained control of Sicily.

scipio

The First Punic War lasted for 23 years. Now the Second Punic War is finished. It lasted 17 years. Are the Punic Wars really over? Or are they the previews to a never-ending nightmare?

APPENDIX A


NORTH SEA
BRITIAN
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ELBE R
Vistula R
RHINE R
Germany
GAUL
DNIEPER R
DON R
VOLGA R
CASPIAN SEA
DANUBE R
MOESIA
BLACK SEA
ALPS
Rome
ITALY
SPAIN
EPIRUS
CRETE
MEDITERRANEAN SEA
SYRIA
Strait of Gibraltar
CARTHAGE
NUMIDA
NORTH AFRICA
Alexandria
Cyrene
LIBYA
EGYPT
NILE R
RED SEA
KEY
Hannibal the Carthagian's Surprice attack on Britian

MAP BY BROOKE STORM

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SUNDIATA vs. SOUMAORO
BY KRISTA LANG
1235 A.D.

Soumaoro, the previous leader of our empire, had recently invaded Mali. Sundiata was upset by this action of Soumaoro's and decided to challenge him.

Soumaoro had all of Sundiata's brothers killed, for fear that they would one day challenge him. Sundiata was spared due to his inability to walk until the age of seven. Sundiata surprised both himself and the rest of the people living near him. He was able to first walk with the aid of an iron rod.

Sundiata and his army entered Sosso with his army and razed Soumaoro's capital city. Sundiata then proceeded to touch Soumaoro with a cock's spur and won the battle. As Soumaoro was dying, he claimed to have seen a black bird passing overhead.

Sundiata claimed that Nina Triban helped him by telling him that the way to defeat Soumaoro was to touch him with the cock's spur.

A witness of the battle commented that "Sundiata is our new leader and he will be a stringer and more just leader than Soumaoro was. Soumaoro never shared his wealth and only wanted things for himself. Sundiata is a leader with the people, where Soumaoro was a leader practically against the people".

5

THE DISASTEROUS DROUGHT

BY LINDSAY WOODWARD

274 B.C.

Ethiopia is now having the most terrifying drought in its history. It has lasted 3 months now, and the Ethiopians have no idea when the rain will come again. The Ethiopian and Egyptian leaders met two weeks ago to discuss the problem.

The drought has killed thousands of cattle and crops, thus killing people as well. The Blue Nile, the White Nile, and the Nile Rivers are so low that the people can't afford to give water to the animals since they are saving it for themselves. The soil is very dry, which is causing many deaths from starvation since a great portion of Ethiopian farmers practice subsistence farming.

Egypt is also suffering from the drought, since they are dependent on the Nile River for fertile soil and irrigating the land. The Ethiopian leader, King Meninek, took a journey to Egypt to meet with the Egyptian leader. Although traveling through the mountainous region of Ethiopia is extremely difficult, King Meninek said "It was worth it. Egypt's King and I have come up with many ideas on how to save and ration our water to decrease the number of deaths".

The drought is becoming so bad that the nomadic people of Ethiopia are beginning to migrate into central parts of Africa. The population of Ethiopia is decreasing rapidly, but hopefully the rain will come soon. In the meantime, the efforts and cooperation of the Kings will have to be enough.

SAND ART
BY BROOKE STORM
220 B.C.

Manzid Marca is a local merchant here in Carthage. Many of you have probably seen his store in the sea side marketplace. He is the one and only dealer of Sand Art.

This unique artist takes sand from the great Saharan Desert. Next, he dyes the sand with different colors which he receives from another local Carthaginian as well as Roman traders. He pours the colored sand in layers so that from the outside of the glass container, the sand forms stripes or other similar designs. The sand comes in many different shades ranging from teal to silver, and the glass containers come in an assortment of shapes and sizes to insure that everyone can find something to their liking.

Manzid grew up on the outskirts of Carthage. His father was a carpet maker. In her spare time, Manzid's mother used to make similar, but much simpler Sand Art creations to decorate their home. Manzid took a special liking to these ornaments and quickly developed his own designs.

Walk into almost any house in the city and you will find a fine example of Sand Art. A true artist at work, Manzid Marca is one of Carthage's finest.

7

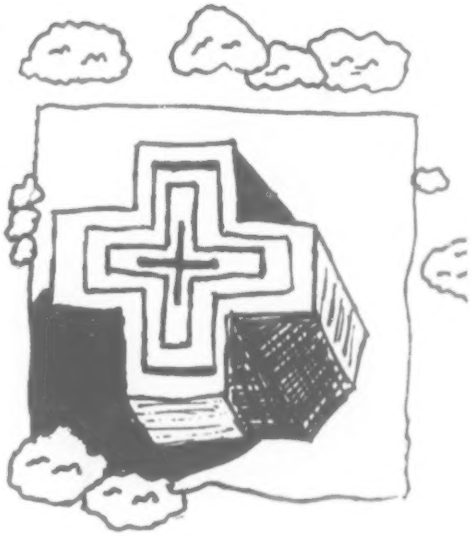
THE THIRD CHRISTIAN ORTHODOX CHUR
BUILT BY KING LALIBELA'S WORKERS
LALIBELA, ETHIOPIA.

THE SANCTUARIES OF STONE
BY LINDSAY WOODWARD
1187 A.D.

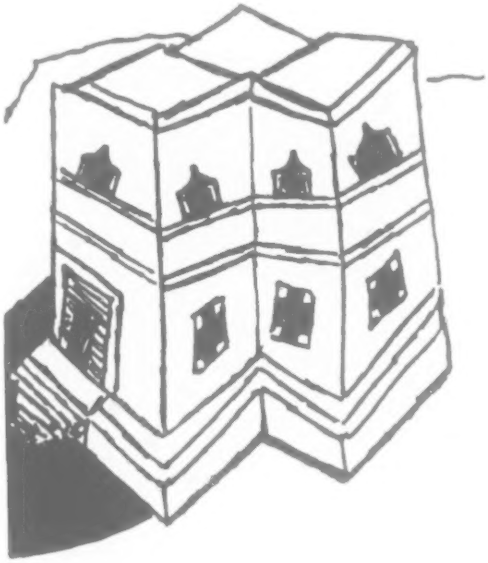
The people of Ethiopia have now finished their third Christian Orthodox Church. The three churches are centered around the town of Lalibela. The Zagwe King, Lalibela, ordered his workers last year to carve eleven churches out of the existing rock in the city, and have them named after him.

The Zagwe Dynasty has helped Ethiopia flourish into a thriving kingdom again, and the churches are one way they are accomplishing it. After the fall of the Axumite Kingdom, Ethiopia had no single ruling power for several hundred years. Then the Zagwe Dynasty began in Lalibela, a town south of Axum.

Although the Zagwe Kings are also Christian, they did not claim the solomonic line. These churches will be symbolic of their Christian Orthodox beliefs, and those of their descendents. The King's workers dug a 40 foot trench around a huge block of stone, painstakingly carved it into the shape of a Greek cross, and then hollowed it out. King Lalibela made sure the churches were indestructably built; he wanted Christians to have an eternal spiritual refuge.



ARIEL VIEW



8

SIDE VIEW

ILLUSTRATIONS BY LINDSAY WOODWARD

SHAKA ZULU; LEADER OR LOSER?

BY BECKY KLING

225 B.C.

Recently it has come to my attention that many people are unhappy with our new leader, the great and powerful Shaka Zulu. People have been saying all sorts of things about him, crazy insane things that are so obviously untrue it's amazing they're even printed. Things such as "Shaka Zulu's new fighting methods are only hurting us", "Shaka Zulu's new fighting methods are only encouraging war instead of family-- death instead of life".

People, WAKE UP! Shaka Zulu's new fighting methods are keeping us alive! We need the land he fights for. Our population grows all the time so how can anyone claim that our value of life is going down when our numbers of productive tribesmen grow all the time? Shaka Zulu has made us stronger. Look at what we've gained-- land, land, and more land!

Many people say that we should look back at our ancestors, the Bantu before the Zulu emerged: peace loving and appealing to others through knowledge and wisdom. But times have changed! The things we know now are known by all others. Our iron working skills are old news. So everyone must realize that Shaka Zulu is a hero to us. He is leading us to glory and fame! And think about your own advise. We are absorbing others with our knowledge and wisdom; the knowledge and wisdom we have to conquer!

9

THE SPOTLIGHT

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THE REVOLUTIONARY RELIGION

BY KRISTA LANG

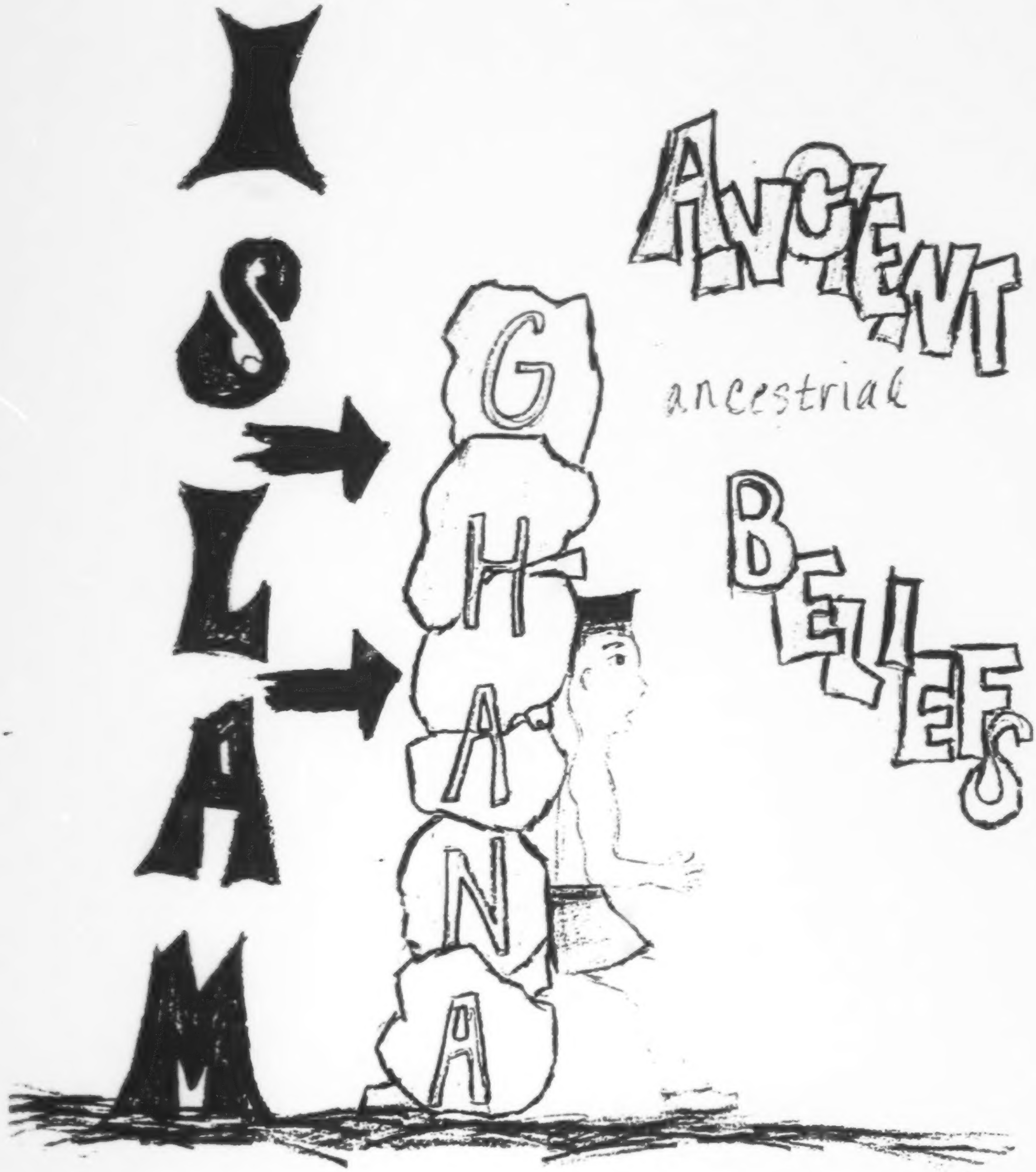
681 A.D.

Dear fellow Ghanians, we are faced with a great threat to our lifestyle. Our heritage and ancestry are on the front lines of war and unfortunately, change seems almost inevitable. Or is it?

We have survived (and may I also mention prospered, grown and flourished) for the past 400 years with our native ancestrial ways. We have grown from a small people to a larger and more advanced people. We have worshipped our ancestors and performed all of the necessary religious rituals and prayers and have achieved more than mere survival over the last few centuries. Think of it this way, if we have truly been worshipping false gods and spirits, wouldn't we know by now? Would we still be alive? Surely our Ghanian empire would have died out and become non-existent if we had angered other gods, wouldn't it?

We must refuse the Islamic religion that is entering our empire at an infectous rate. We can't let our children and generations to come have such a false religion forced upon them. We need to fight against the building of those ridiculous mosques. If we refuse to believe what the Muslims say to us, how can they convert us and draw us into this mendacious theism called Islam?

10


ISLAM
GHANA
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BELIEFS

POLITICAL CARTOON BY KRISTA LANG

BEST COPY AVAILABLE

ULUZ AKASH, A TRIBUTE
BY BECKY KLING
1879 A.D.

The entire kingdom of Great Zimbabwe mourns the death of Uluz Akash today. Mr. Akash was one of Zimbabwe's greatest warriors. He was killed by a British soldier in last week's war. Uluz Akash's death, while extremely unfortunate, was also a blessing. He courageously gave his life to save his brothers. He will not be easily forgotten; his memory shall live on until we are all with him and far beyond.

Uluz Akash was born on April 11, 18 to his loving parents, who were killed while he was still an infant. Uluz Akash leaves no survivors, except for his faithful followers.

Services will be held this Saturday at the Great Temple in Zimbabwe at one o'clock p.m. Offerings in his memory will be received at that time as well.

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11

APPENDIX B

ALTERNATIVE SEQUENCES OF SOCIAL STUDIES COURSES

In this appendix we present seven patterns of K-12 social studies course sequences which were designed by various Missouri school districts and national organizations. These are just a few of the many possibilities. School districts may find it helpful to examine each of these patterns to determine if they find any features in them that they would like to include in their own sequences of courses.

THE OPTIONS

As in other fields of study, there is for social studies no national consensus on scope and sequence. Patterns vary among publishers, states, and school districts.

The patterns we list fall into two categories: those developed by local Missouri school districts and those developed by national organizations. First, we present the various patterns in chart form (see next page), following which we describe each pattern in more detail. Districts may choose to use any of the patterns, to combine features of two or more patterns, or to design their own patterns using other sources, such as the patterns of other school districts, other states, or other national organizations. (For up-to-date information about such additional patterns, contact the Missouri Department of Elementary and Secondary Education's Social Studies Curriculum Consultant.)

We chose not to recommend a single pattern for Missouri because we believe that Missouri districts should select and design patterns that have special strength for their unique settings.

THE MISSOURI PATTERNS

Although national organizations and states have developed a number of excellent patterns of social studies course sequences, quite a few Missouri school districts have created their own patterns. Special thanks are due to the following school districts who have shared their patterns with us: Clayton, Clinton, Columbia, Ferguson-Florissant, Parkway, Springfield, and St. Louis. The patterns we present below come from several of those districts. Keep in mind that other patterns are used in Missouri schools. Some districts, for example, require a geography course at the high school level. We chose not to identify the patterns by district because the districts will certainly change their patterns in the future, and the patterns we list for them will soon become dated.

APPENDIX B

Alternative Patterns of Social Studies Course Sequences

	Missouri Patterns					National Patterns	
Grade	(1)	(2)	(3)	(4)	(5)	(1) NCSS Task Force on Scope and Sequence	(2) National Commission on the Social Studies
K	Celebrations and Holidays	Self and Family	Learning to Live and Work Together	Self/Family/ Peoples	Self/Home/ School	Awareness of Self in a Social Setting	• Studies of immediate and distant environments • Studies of the family • Studies of the communities near and far, past and present • Studies of holidays • Studies of heroes and heroines, etc.
1	Cultures of the Desert	Family and Community	A Child's Place in the World	Self and Others	Families and Neighborhood	Understanding School and Family Life	
2	Cultures of the Forest	Expanding the Community	Cultures, Traditions and Family	People and Neighborhoods	People and Neighborhoods	Meeting Basic Needs in Nearby Social Groups in the Neighborhood	
3	Cultures of the Grasslands	Functions of Communities	Local History	Communities	Communities	Sharing Earth Space with Others: The Community	
4	Cultures of the River Systems	Missouri History and U.S. Natural Regions	American History (Exploration to New Nation)	U.S. Regions/ Missouri History	World Regions/ Missouri History	Human Life in Varied Environments: The Region	• U.S. History
5	American History (to 1812)	American History and Citizenship	American History (New Nation to Present)	United States and Its Neighbors	United States Geography and History	Peoples of the Americas: U.S. and Neighbors	• World History
6	American History (1812-1914)	Geography of the Eastern Hemisphere	Western Hemisphere	Regions of the World	World Geography and Cultures	Peoples and Cultures: Representative World Regions	• Geography
7	American History (1914 - Present)	Geography of the Western Hemisphere	Eastern Hemisphere	Early Civilizations	U.S. History (Discovery to 1900)	A Changing World of Many Nations: A Global View	• Study of the Local Community • Study of the U.S. political and economic development
8	World Civilization (to 1400)	American History (Colonial Period to 20th Century)	U.S. History (through Reconstruction)	U.S. History (to the 1860's)	U.S. History (1900 to Present)	Building a Strong and Free Nation: U.S. History	
9	World and American History (1400 - 1815)	American History (20th Century)	U.S. History (Reconstruction to Present)	U.S. History (1860's to Present)	Government/ Civics/ Economics	Systems that Make a Democratic Society Work: Law, Justice, and Economics	World and American History (to 1750)
10	World and American History (1815 - Present)	World History	World History	Western Civilization and Non-Western Area Studies	World History	The Origins of Major Cultures: World History	World and American History (1750 - 1900)
11	American Government (1 semester)	Liberty and Law (1/2 unit) Electives	The American Citizen (2 semesters)	American Government (1 semester)	American History	The Maturing of America: U.S. History	World and American History (1900 - Present)
12	Electives (1 semester required)	Electives	Electives	Electives	Electives	Electives	Electives

Missouri Pattern 1

This pattern, which may be unique in the United States, is organized around course topics that are printed below in bold type, with the units to be taught listed below each course topic. Following kindergarten, focused on the theme of celebration and holidays, this pattern then addresses three sets of topics: (a) cultural variations in regions having similar features of physical geography (grades 1-4); (b) United States history (grades 5-7); and world history with American history incorporated wherever appropriate (grades 8-10). The required K-10 program is followed by a required government course and electives.

Kindergarten — Celebration: Living Together in Families and Communities

1. United States: Harvest Festivals — Thanksgiving and Kwanzaa
2. China: Chinese New Year
3. Mexico: Cinco de Mayo

First Grade — Challenge: Cultures of the Desert

1. Introduction to Deserts
2. United States: Navajos then and now
3. Australia: Aborigines of the Outback
4. India: People of the Thar Desert

Second Grade — Interdependence: Cultures of the Forest

1. Introduction to Forests
2. United States: Totem tribes of the Pacific Northwest
3. Brazil: Amazonian tribes of the Rain Forest
4. Germany: Tales from the Black Forest
5. Japan: Past and Present

Third Grade — Conflict and Cooperation: Cultures of the Grasslands

1. Introduction to Grasslands
2. United States: Life on the Great Plains
3. Argentina: Life on the Pampas
4. Kenya: Life on the Savannah

Fourth Grade — Civilization: Cultures of River Systems

1. Introduction to Rivers
2. Ancient Egypt and the Nile River
3. China and the Yangtze River
4. England and the Thames River
5. St. Louis and the Mississippi River

Fifth Grade — American History to 1812

1. Three Worlds Meet
2. Establishing Colonies
3. From Colonies to Country
4. The New Nation

Sixth Grade — American History From 1812 to 1914

1. Expansion
2. Pre-Civil War
3. Civil War and Reconstruction
4. Vanishing Frontier
5. Rise of Industry
6. Immigration

Seventh Grade — American History From 1914 to the Present

1. The Nation Transformed
2. World Power
3. Boom or Bust
4. World Leadership
5. Times of Turmoil
6. Toward a New Century

Eighth Grade — World Civilizations to 1400

1. Understanding History
2. Ancient River Civilizations
3. Rise of Classical Civilizations
4. Asian Civilizations
5. Forces of Change
6. Europe in the Middle Ages
7. Early African Civilizations

Ninth Grade — World and American History: 1400-1815

1. Kingdoms and Empires
2. Exploration and the Clash of Cultures
3. Comparative Government: Kings, Constitutions, and Colonies
4. Comparative Social Structures: Early Modern World
5. Atlantic and Indian Ocean Communities
6. Global Conflict and Conquest
7. Transformation and Tradition: The World of the 18th Century
8. Revolution and the New Political Order

Tenth Grade — World and American History: 1815 to the Present

1. Responses to Democratic Revolutions
2. Industrial Revolution
3. Nationalism
4. Imperialism and the World
5. Modernism
6. World War One and the Russian Revolution
7. Totalitarianism and the Crisis of Democracy
8. The Contemporary World

Eleventh and Twelfth Grades — Required Course in American government and Electives
*** Required one-semester course: American Government**
*** Electives, where one semester of student choice is a minimum requirement:**

- **Social Sciences Electives:** Behavioral Psychology; Economics; International Politics, 1945-Present; Political Philosophy; Psychology II
- **Area Studies Electives:** AP American History; AP European History; East Asian Studies; Latin American Studies; Current Issues in American Society; African Studies
- **Integrated Studies Electives:** Classical Civilization; American Studies; the Civil War and Frontier in American History

Missouri Pattern 2

This scope and sequence is organized around 4 strands: history, economics, government, and geography. In addition, current events, multicultural perspectives, and citizenship are woven into all courses, as appropriate. The sequence of courses is as follows:

Kindergarten — Self and Family

- History strand: Historical holidays; change over time
- Economics strand: Needs and choices
- Government strand: Rules and laws; cooperation in work and play
- Geography strand: Introduction to globe and maps

Grade 1 — Family and Community

- History strand: Comparing present and past; events; symbols related to U.S. history
- Economics strand: Needs; goods and services; resources; opportunity cost; occupational opportunities
- Government strand: Rules, laws, and voting; responsible choices; citizenship
- Geography strand: Globe and map skills (location, directions, and land forms); comparing families of different cultural settings

Grade 2 — Expanding the Community

- History strand: Comparing present and past; historical events and developments in U.S.; American leaders
- Economics strand: Natural, human, and capital resources; income; kinds of money; human needs
- Government strand: Democratic decision making; major officials of local, state and national levels; responsible behavior, cooperation and compromise
- Geography strand: Globe and map skills (land forms, natural features, location terms)

Grade 3 — Functions of Communities

- History strand: Comparing present and past; community history
- Economics strand: Basic principles; meeting human needs; community services
- Government strand: Three levels of government; purposes of rules
- Geography strand: "Five Themes of Geography" related to places studied

Grade 4 — Missouri History & U.S Natural Regions

- History strand: Missouri history from its beginnings to the present
- Economics strand: Basic principles, including three types of resources used in production; the economy of Missouri and U.S. regions
- Government strand: Laws, activities, and officials of local, state and national levels of government; making enforcing and interpreting rules; rights and responsibilities; democratic decision making
- Geography strand: "Five Themes of Geography" related to Missouri, the United States, and natural regions of the world

Grade 5 — U.S. History and Citizenship

- History strand: Survey of U.S. history to the present; perceptions and judgments of historical events
- Economics strand: Basic principles including trade-offs; economic terms used to describe production; demand for goods and services
- Government strand: Democratic principles in the Declaration of Independence and U.S. Constitution; rights of U.S. citizenship
- Geography strand: "Five Themes of Geography" related to U.S., world, and specific places in history

Grade 6 — Geography of Eastern Hemisphere

- History strand: Ancient civilizations; national histories
- Economics strand: Consumer economics; development and distribution of resources and wealth in selected regions
- Government strand: Definition and development of political systems
- Geography strand: Physical and political features of Asia, Africa, and Oceania; human geography

Grade 7 — Geography of Western Hemisphere

- History strand: Development of nations; early exploration and settlement of the Americas
- Economics strand: Distribution and development of resources and wealth in the Western Hemisphere
- Government strand: Definition and development of political systems
- Geography strand: Physical and political features; human geography

Grade 8 — American History (Colonial Period to 20th Century)

- History strand: Major historical events from colonial period to 1900; integration of local and regional history into U.S. history
- Economics strand: Development of the U.S. economic system
- Government strand: Development of the U.S. political system
- Geography strand: Physical and political geography of the U.S.; multicultural developments

Grade 9 — American History (20th Century)

- History strand: Historical survey with integration of local history into U.S. history
- Economics strand: Economic decision making; economic institutions
- Government strand: Constitutional rights and responsibilities; political process
- Geography strand: Geographic analysis and problem solving using the "Five Themes of Geography"

Grade 10 — World History

- History strand: Historical survey (ancient civilizations to the present); emphasizing eastern and western cultures and modern times
- Economics strand: Types of economies; application of economic principles to events and developments of various times and places
- Government strand: Comparative government; contribution of American political principles to other political systems
- Geography strand: Role of geography in historical settings and events

Grade 11 or 12 — Liberty & Law (1/2 unit)

- History strand: Focus on events of late 1700s to present
- Economics strand: Effects of political processes on the economy
- Government strand: Principles and processes of national, state, and local levels of government
- Geography strand: Interactions between geographic conditions and political processes

Electives

One-half unit electives are offered in social sciences (psychology, sociology, economics), and in practical economics, Asian studies, American Themes, and the American Frontier. In addition, one unit and one-half unit Advanced Placement courses are offered in European history, U.S. history, U.S. Government and Politics/Comparative Government, and Psychology.

Missouri Pattern 3

Kindergarten — Learning to Live and Work Together

Attention is given to the importance of sharing, coping skills, rules and conflict resolution, working together, and understanding the consequences of behavior. Students are exposed to how people lived in times past, to maps, to basic economic concepts like needs and wants, to patriotic holidays, and to current and past Presidents.

Grade 1 — A Child's Place in The World

Attention is given to developing decision-making and problem-solving skills. Students study significant Americans, important holidays and customs. The development of economic, civic, and geographic skills and understandings continues.

Grade 2 — Cultures, Traditions, and Family

Students study the heritage, customs, and traditions of different cultures. The attributes of good citizenship are also addressed (e.g., importance of rules, the meaning of patriotism). Skill building and concept development continue in economics, geography, and government/citizenship.

Grade 3 — Local History: Our Past and Our Future

Students study prehistoric people, pre-Columbian civilization, Native American life and civilization in different regions (woodland, plains, southwest, southeast, northwest, and Arctic), pioneer settlement, and modern local history. During those studies understandings and skills in geography, economics, and government/citizenship receive continued attention, as new concepts are studied and concepts studied in previous years are applied to new content.

Grade 4 — American History: Exploration to New Nation

Students study United States history through the era of colonization and the American Revolution. Where appropriate, Missouri's history is incorporated in the U.S. history studies, and, as in other grade levels, understandings and skills development continue in the areas of geography, economics, and government/citizenship.

Grade 5 — American History: New Nation to the Present

Study of United States history continues, beginning at the end of the American Revolution and continuing to the present with skill development continuing in geography, economics, and government/citizenship.

Grade 6 — Western Hemisphere

Students study the history and geography of the Western Hemisphere from ancient times to the present with attention given to Native American cultures and civilizations, the American independence movements, and developments and current issues in North and South America, Canada, and Mexico.

Grade 7 — Eastern Hemisphere

Students explore the history and geography of Europe, Asia, and Africa from ancient times to the present with attention given to the civilizations of Mesopotamia, Egypt, the Hebrews, Greece, and Rome, and the classical civilizations of India and China. Study includes world religions and non-Western civilizations (e.g., Africa, China, India, and Japan).

Grade 8 — United States History through Reconstruction

Students study United States history and geography from European exploration through the Reconstruction period (1877). Topics covered include the colonial period, the American Revolution, the U.S. Constitution, nationalism and sectionalism, Manifest Destiny, Native Americans, and the Civil War and Reconstruction. Attention is given to Missouri history where appropriate.

Grade 9 — United States History: Reconstruction to the Present

Study begins with the end of Reconstruction. Topics explored include the industrialization of the United States, the Progressive Era, the emergence of the United States as a world power, and the history of the United States in the 20th century. Study of the Missouri Constitution is incorporated in the course.

Grade 10 — World History

This survey course of world history emphasizes Western Civilization with some study of Latin American and non-Western history included.

Grades 11-12 (two semesters) — The American Citizen

This course focuses on developing the qualities of "civic mindedness" (i.e., concern for the common good and interest in sustaining democracy), "civic intelligence" (i.e., firm grounding in knowledge of the values, principles, and historical events which have shaped current society), and "civic enterprise" (i.e., willingness to pursue solutions and accept responsibility as citizens). The course is designed to help students gain knowledge of American government and of how to participate in it. Student service to the community is a component of the course.

Missouri Pattern 4

Elementary Social Studies: Kindergarten — Self/Family/Peoples

Units are focused on family and peoples of the United States and world (then and now).

Elementary Social Studies: Grade 1 — Self and Others

Units are focused on rules, choices, change over brief time, our nation and other nations.

Elementary Social Studies: Grade 2 — People and Neighborhoods

Units are focused on human wants, decisions, change over years, land forms (continents/oceans), our nation and other nations.

Elementary Social Studies: Grade 3 — Community

Units are focused on types and purposes of communities, community governments, changing communities (then and now), and communities of our nation and other nations.

Elementary Social Studies: Grade 4 — U.S. Regions and Missouri History

Units are focused on the history, government, geography, and culture of Missouri with comparisons to other places in the United States and other nations.

Elementary Social Studies: Grade 5 — The United States and Its Neighbors

Units are focused on the geography of the United States, chronological U.S. history, citizenship and culture, as well as an introduction to Canada, Mexico, Central America, and South America.

Middle School Social Studies in Unified Studies: Grade 6 —Regions of the World

Unified Studies courses are interdisciplinary in that they combine social studies instruction with that of language arts. In this course students study societies, nations, resources, governments, international connections, and changes over time in regions of the world.

Middle School Social Studies in Unified Studies: Grade 7 — Early Civilizations and Introduction to World History

This course involves students in their first chronological and thematic introduction to world history.

Middle School Social Studies in Unified Studies: Grade 8 —United States History, Part 1

This course involves students in a study of the history of the United States from the period of settlement to the 1860s.

Senior High Social Studies: Grade 9 — United States History, Part 2

This course involves students in a study of the history of the United States beginning where they left off in Grade 8 and bringing their study up to the present.

Senior High Social Studies: Grade 10 — Western Civilization/Non-Western Area Studies

This course involves students in an in-depth study of topics in world history and in area studies of different cultural regions of the world (e.g., in Africa, Asia).

Senior High Social Studies: Grade 11 (1/2 credit) — Government

In this course students study the functions and processes of government. The course includes studies of the United States and Missouri Constitutions.

In the Pattern 4 program three units of social studies are required, although most students in the district actually elect social studies every year, grades 9-12. In grades 11 and 12, students may elect courses in the areas of American Studies (e.g., history, United States civilization); world studies (e.g., world issues, humanities); or social sciences (e.g., economics, geography, sociology, psychology). Courses require content-based reading, discussion, and writing, and students have many opportunities to apply the knowledge gained in social studies courses in district-sponsored extracurricular programs like mock trials, National Issue Forum discussions, Great Decision Program discussions, and community service projects.

Missouri Pattern 5

Kindergarten — Self, Home, School

Grade 1 — Families and Neighborhoods (in-depth study of family and school life)

Grade 2 — People and Neighborhoods (in-depth study of the local community)

Grade 3 — Communities (in-depth study of the local city)

Grade 4 — World Geographic Regions and State History (climate, culture, agriculture, industry, economic level, map and globe skills)

Grade 5 — United States — Geography and History

Students study the principles guiding the development of the United States; the cultures, ethnic and racial origins of the American people; and the contributions of individuals (political, social, economic, and cultural). They also study the geography and history of our neighbors, Canada and Mexico. Finally, they study a consumer education unit.

Grade 6 — World Geography and Cultures

For major geographical regions in the Eastern hemisphere, students study historical developments, levels of economic development, and political and value systems of selected peoples and cultures. The course also engages students in study of the institutions and languages, technologies, and belief systems of nations, as well as the interdependence among nations.

Grade 7 — U.S. History: Discovery to 1900 (Approximately)

This course emphasizes social and economic history as well as the unique contributions of individuals to the U.S. heritage. In the course, students also study units in government/law-related education, where the focus is on how laws are made, interpreted, and enforced and on the rights and responsibilities of citizenship.

Grade 8 — U.S. History from 1900 to the Present

Students study the development of the United States as a world power, the contributions of individuals and groups to the nation's heritage, and how disputes are handled. Students also study units in government/law-related education focused on the responsibilities of citizenship, on democratic values, and on the roles of various government officials. Students also study units in economics focused on factors related to production of goods and services, on changes in the economy, and on personal economic decision making.

Grade 9 — Government/Civics/Economics

Students study three topics: (1) government/law-related education (role of law in society, legal rights and responsibilities, criminal and civil processes, checks and balances, etc.); (2) economics (factors of production, government functions in the economy, decision making, consumer rights and responsibilities, career orientation, etc.); and (3) geography (map and globe skills, time zones and longitude, climate, social issues related to geographical variables, etc.). (Government studies consume one semester in accordance with Section 170.011, Revised Statutes of Missouri.)

Grade 10 — World History

This course engages students in study of the origins of major cultures and societies; of comparisons of economic, political, religious, and social systems; and of the contributions of many cultures to the collective wisdom of the human race.

Grade 11 — American History

This course involves students in study of the forces that have shaped and continue to shape political, economic, and social institutions in the United States; the impact of growing international involvements and of social reform movements; the diversity of the peoples that constitute the nation; and the contributions of people from various ethnic and racial origins.

Grade 12 — Electives

Elective options in grade 12 include courses in law, economics, Western Civilization, African-American humanities, contemporary issues, psychology, sociology, and social studies seminar.

THE NATIONAL PATTERNS

Following are two sequences that we call "national patterns," because they were proposed by national organizations. Those patterns come from the Task Force on Scope and Sequence of the National Council for the Social Studies and the National Commission on Social Studies in the Schools. Of the two patterns, the Task Force pattern is most similar to a traditional pattern that has been used in many social studies programs in Missouri and other states. The National Commission pattern breaks with the more traditional one in that it engages students in in-depth studies of their communities in middle school years and in study of world history in high school with United States history built within the context of world history.

National Pattern 1: National Council for the Social Studies Task Force on Scope and Sequence

The first report of the National Council for the Social Task Force on Scope and Sequence was made in November 1983. The Task Force proposed a scope and sequence that reflects what has been common practice in social studies programs in many places for a long time. The National Council for the Social Studies has identified this scope and sequence as one of a small set they have endorsed. For the other ones, see *Social Studies Curriculum Planning Resources*, which is listed in "References and Other Resources" of this framework.

This sequence is organized as follows:

Kindergarten — Awareness of Self in a Social Setting

With the aim of helping students bridge from home life to group life in school, this course focuses on the school's physical and social environment.

Grade 1 — The Individual in Primary Social Groups: Understanding School and Family Life

Units and studies focus on such topics as these:

- Social roles, division of labor, and interdependence among members in family and school groups;
- Functions of the family and variations in how families live in different settings;
- The need for rules and laws as a natural extension of orderly group life;
- The history of the students' families and of family life in earlier times;
- Family life in other cultures.

Grade 2 — Meeting Basic Needs in Nearby Social Groups: The Neighborhood

Units and studies focus on such topics as these:

- The neighborhood;
- How people in neighborhoods can live harmoniously and meet each other's needs;
- Functions of education, production, consumption, communication, and transportation in neighborhood contexts;
- The need for rules and laws;
- Geographic concepts relating to direction, physical features of landscapes, and neighborhoods in different contexts;
- Comparison of neighborhood life in other times to neighborhood life today.

Grade 3 — Sharing Earth Space with Others: The Community

Units and studies focus on such topics as these:

- The community in this and other settings;
- Functions of production, transportation, communication, distribution, and government in community contexts;
- The concepts of dependence and interdependence at local, national, and international levels;
- Interactions between people and their environments in community contexts;
- The history of the local community, including relevant social history and biographies of prominent local citizens.

Grade 4 — Human Life in Varied Environments: The Region

Units and studies focus on topics such as these:

- Regions, i.e., areas on the Earth's surface that have some common defining characteristic (physical features, climate, agricultural production, industrial development, common culture, etc.);
- The adaptability of people to varied environments;
- Applications of map- and globe-reading skills;
- The histories of regions studied and of how places have changed over time;
- Applications of economic concepts such as resources, scarcity, exchange, and trade.

Grade 5 — People of the Americas: The United States and Its Close Neighbors

Units and studies focus on topics such as these:

- The development of the United States as a nation in the Western Hemisphere, building an affective attachment to those principles upon which this nation was founded;
- The diverse origins of the American people;
- Specific individuals who have contributed to the political, social, economic, and cultural life of the nation;
- The geographies and histories of our close neighbors, Mexico and Canada.

Grade 6 — People and Cultures: Representative World Regions

Units and studies focus on topics such as these:

- Peoples and cultures of the Eastern and Western Hemispheres representative of different geographic regions, different levels of economic and historical development, and different political and value systems;
- Interdependencies among nations;
- Human lifeways focused on differences among languages, technologies, institutions, and belief systems.

Grade 7 — A Changing World of Many Nations: A Global View

Units and studies focus on topics such as these:

- Study of the world as an interconnected geographic system, emphasizing such geographic concepts as resource distribution and development, human habitation, spatial interaction, areal differentiation, and global interdependence;
- Study of the history of regions;
- Study of the many interconnections that exist between places and people in the modern world, including cultural interconnections (arts, literature, communication, religion, music, and sports).

Grade 8 — Building a Strong and Free Nation: The United States

Units and studies focus on topics such as these:

- The epic of America;
- Social history and economic development of the United States, with emphasis on the history of ordinary people doing ordinary things in ordinary times (work, leisure, medicine, etc.);
- The unique contributions of the men and women who build the heritage we share;
- The role of the United States in global affairs.

Grade 9 — Systems That Make a Democratic Society Work: Law, Justice, and Economics

- Law and justice systems (one semester);
- Economics (one semester);
- Emphasis given to the concepts of social stability and social change and to the study of important issues that are meaningful to the lives of young adolescents.

Grade 10 — Origins of Major Cultures: A World History

Units and studies focus on such topics as these:

- The history of major cultures and societies of the contemporary world;
- Economic, political, religious, and social systems;
- Applications of skills and tools of historical analysis with concepts incorporated from other social science disciplines.

Grade 11 — The Maturing of America: United States History

Units and studies focus on such topics as these:

- History of the United States organized chronologically with special emphasis given to such topics as those that follow:
- Political, social, and economic forces;
- Changes in social and cultural values;
- Growing international involvements and commitments;
- Changes with regard to the arts and literature, social reform movements, civil rights, the labor movement, the role of government, and the diversity of ethnic and racial origins of the American people.

Grade 12 — Selection from Elective Courses

Courses may include the following:

- **Issues and Problems of Modern Society**
- **Introduction to Social Sciences**
- **The Arts in Human Societies**
- **Social Science Elective Courses**, such as Anthropology, Economics, Government, Psychology, or Sociology

National Pattern 2: National Commission on Social Studies in the Schools

In December 1985, through efforts of the National Council for the Social Studies and the American Historical Association, the National Commission on Social Studies in the Schools was formed. Shortly thereafter, the Carnegie Foundation for the Advancement of Teaching and the Organization of American Historians chose to join the commission. What follows are suggestions for scope and sequence the commission has recommended. This sequence, especially at the secondary level, is a pattern that is less traditional than that of the NCSS Task Force.

Grades K - 3

Units and studies should be built around such topics as the following:

- Analysis of pictures, film, and other resources to investigate the immediate environment and environments far away in time and space;
- The family and how rules for behavior and social interaction always exist even though they vary in different places;
- Communities near and far, past and present, and how they meet economic and safety needs;
- Stories and descriptions of different people living under a variety of geographic conditions, with a balance between today's United States and other times and places;
- Heroes and heroines, including common people, who "reflect the realities of the world

and the cultural landscape of our country" and who provide models for emulation and admiration;
- National and religious holidays;
- World geography incorporating mental models of the physical and social world; application of geographic skills; and the use of geographic concepts such as continents, nations, climate zones, and different levels of political regions.

All such studies should draw upon and extend learnings from other subjects studied and should engage students actively in their own learning, stimulating their imaginations and encouraging them to be creative.

Grades 4 - 6

By these grades students should be able to explore human time and space in a more systematic way. The courses to be taught in these years include United States history, world history, and geography.

United States history should explore the following, not as a broad survey, but as a study of topics in depth:

- U.S. civic tradition and political system, with emphasis given to the Declaration of Independence, the Constitution and Bill of Rights, where students are challenged to apply ideas from those documents to their studies and everyday experiences;
- Stories about Native Americans, early European explorers and settlers, the nation's founders, later immigrants and pioneers, abolitionists, populists, suffragists, inventors, artists, business and labor leaders, and other political, economic, and cultural figures who will help students understand the diversity and historical complexity of the nation.

World history should explore the broader human experience in a selective manner, presenting a balanced picture of the variety of the human experience. Students should study how early civilizations throughout the world developed systems of beliefs about the nature of the world, about beauty, and about universal notions of right and wrong, and how these and other beliefs resulted in the laws, religions, languages, economic systems, communications, and technologies that have shaped the modern world. The studies should explore topics like the following, sampling different social, political, economic, and geographic settings in different eras:

- Paleolithic hunting and gathering;
- Neolithic villages;
- Early urban civilizations;
- The emergence of a worldwide industrial-commercial cosmopolitanism characteristic of much of the world in modern times;
- How humankind has expanded its capacity to transform the environment.

Separate studies in **geography** are recommended so that students can learn of the forces of physical geography and how they have had an impact on regional patterns of human land use, agricultural economic activity and the environment. In addition, students should explore political boundaries and place names and give some attention to economic activities that have altered or are altering the environment.

Grades 7 - 8

At this level the Commission recommends that special focus be given to developing the knowledge, skills, and ethical attitudes necessary for effective, active citizenship. Two courses are recommended, one focused on the local community, the other on a study of the nation.

The course on the local community should explore relationships between local communities and the state, nation, and broader world. Emphasis should be given to active hands-on observation of the community, with studies exploring ethnic relationships, religions, occupations and differences in responsibility by age and gender. The studies should include historical and geographic perspectives and should incorporate studies of local public issues, such as housing, sanitation, transportation, environmental pollution, and crime. Historical studies should include study of old buildings and their successive architectural styles to help students gain insight into how people in the area have made their livings, displayed their public idealism, and organized and lived in their private spaces. The historical studies should also include a study of the history of the students' own schools.

The course on the United States should focus on the economic and political development of the United States and the nation's changing socio-economic-political relationship with the rest of the world. This would be a time for a fuller study of the United States Constitution, along with study of how the courts work, as well as executive and legislative branches of government. This course would also provide opportunities to engage in comparative study of other political and economic systems in order to understand better that of the United States. Study of such topics should engage students in interdisciplinary studies — history, geography, economics, government, and the behavioral sciences.

In these courses, special attention should be given to the study of public policy questions at the local, national, and international level in order to reinforce the civic tradition in the United States and to understand overlapping roles, identities, and loyalties and students' connections to other citizens with whom they share their locality and nation.

Grades 9 - 12

The recommended focus for grades 9-12 includes a three-year world-United States history sequence in grades 9-11, followed by electives in grade 12 where all elective options focus on issues, citizenship skills, and civic decision making and participation. The electives suggested are in the areas of government, economics, anthropology, sociology, psychology, multi-disciplinary issues study, and community service. A unique — and controversial — feature of the recommendation is that United States history is incorporated in world history.

The suggested course breakdown for grades 9-11 is as follows:

Grade 9: World and American History and Geography to 1750. This course would focus on a study of civilizations, their dominant features, factors propelling change, and their interactions. Themes may include gender roles, technological innovation, evolution of social classes, environmental transformations, growth of bureaucracy, codification of law, and the structures of and types of governments. Serious study should be carried out of the major religions of the world, as well as of other enduring cultural achievements of the past, especially art, architecture, music, and literature. Special attention should be given to the impact of cultures upon one another with major emphasis given to the impact of the changes resulting from the coming together of Eastern and Western Hemispheres resulting from the explorations of Christopher Columbus.

Grade 10: World and American History and Geography, 1750-1900. This course would explore the three transformations of modern times: the democratic revolution, the industrial and technological revolution, and the modern growth and mobility of population.

Grade 11: World and American History and Geography Since 1900. The theme recommended for this course is the study of how the three dominant themes of the 19th century have worked themselves out in the 20th.

CONCLUSION

The above national and Missouri patterns were presented to show that there are a variety of ways school districts could sequence their social studies programs. The Missouri Social Studies Framework Committee is confident that the Guiding Questions and Show-Me Standards could be adapted well to all of those patterns.

Readers are advised to examine this Framework's bibliography to find the names of sources that have proposed additional sequences for social studies programs.

APPENDIX C

CURRICULUM PLANNING GUIDE SHEETS

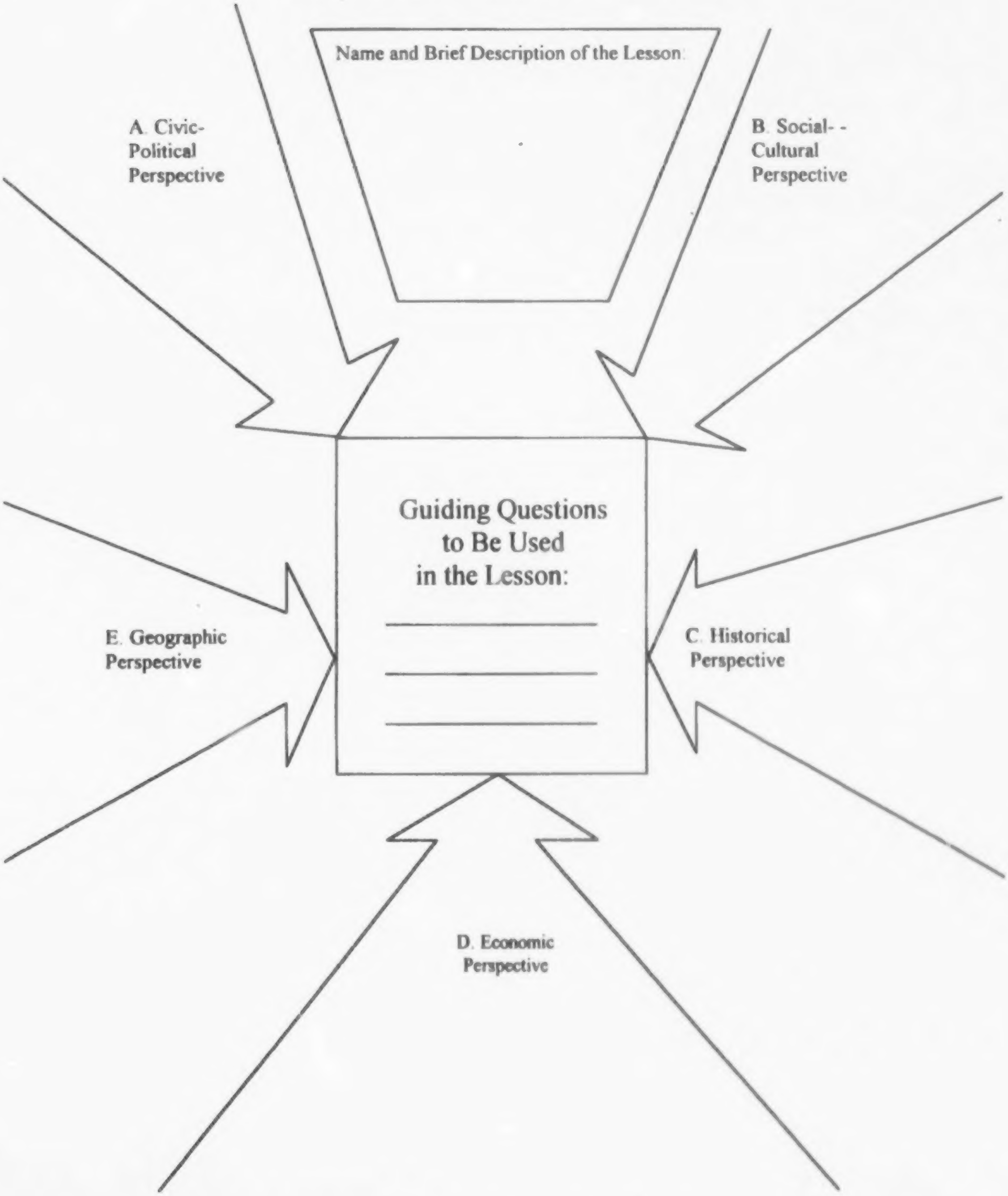
Two members of the Social Studies Framework Committee designed the sheets that appear on the next two pages to assist them in curriculum planning. The first sheet may be used to help in planning social studies units, whereas the second sheet may be used in helping to plan a lesson. Other teachers and school districts have designed similar types of sheets.

SOCIAL STUDIES UNIT PLANNING WORKSHEET

COURSE TITLE: ______________________________

Unit Title and Summary	Show-Me Content Standards to Be Used	Show-Me Process Standards to Be Used	Strands to Be Used (For example, I.A., II. C., Etc.)	Major Activities to Be Used & Resources to be Used in them	Assessment Plans with Adaptations

SOCIAL STUDIES LESSON PLANNING GUIDE


Name and Brief Description of the Lesson:
A. Civic-Political Perspective
B. Social- -Cultural Perspective
Guiding Questions to Be Used in the Lesson:
E. Geographic Perspective
C. Historical Perspective
D. Economic Perspective

Dear Users of *Missouri's Framework for Curriculum Development in*______________:
(subject)

We hope that this framework has been helpful to you in developing local curriculum aligned with The Show-Me Standards. Please take a few minutes to give the Department of Elementary and Secondary Education comments concerning your use of this document.

1. How did you use this framework? (Explain process.)

2. What parts of the framework were most helpful and why?

3. What suggestions do you have that would help make future versions of this document more useful?

4. If you have specific suggestions concerning certain pages, please indicate those page numbers and explain. Use the back of the page, if necessary.

Important Note:

By the end of the 1996-97 school year, we would also like to publicize Missouri students' quality work at elementary, middle and high school levels related to the Show-Me Standards. As you and other teachers in your district continue to develop performance-based activities/ assessments, please collect samples of quality student work. Samples submitted to DESE should follow the format in Appendix A of the framework.

Please return this sheet with your name and address to the Department of Elementary and Secondary Education, Curriculum Services, PO Box 480, Jefferson City, MO 65102. Call 573-751-2625 for more information concerning submissions of quality student work.

Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102-0480